

Education. Innovation. Results.

Indianapolis Mayor-Sponsored Charter Schools
2007-2008 Accountability Report



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Supplemental Reports

Electronic versions of the supplemental reports are available online and include the following:

Supplemental Report 1

Financial Status of Indianapolis Charter Schools

Supplemental Report 2

The Mayor's Charter School Accountability System

Supplemental Report 3

Notes on Methods Used to Gather and Analyze Information Included in the Accountability Report and Supplemental Reports

LETTER FROM THE MAYOR OF INDIANAPOLIS

January 14, 2009

Dear Citizens of Indianapolis:

Education is the cornerstone of a great city. High-quality schools educate our future leaders, revitalize neighborhoods, reduce crime and improve the quality of life. Our children deserve this and the future of our city needs this.



Charter schools are an innovative, creative and proven approach to providing an exemplary education for children and families in our community, which is why I fully support the growth of this initiative. Families deserve high-quality education options so they can select a school that best fits their child's needs. In order to ensure that charter schools indeed provide a high-quality option for students and families, the schools I authorize undergo rigorous and transparent accountability processes. This includes a wide range of tools for evaluating their performance including governance and financial reviews, expert site visits, confidential student and staff surveys and test score analyses. In sum, this information provides the public, stakeholders and me with a comprehensive picture of the schools' strengths, challenges and overall performance.

This Accountability Report serves as a vehicle through which I share this information with you. This year, we've included an executive summary that highlights key information from the report. The remainder of the report shares individual school performance.

As you will see, Mayor-sponsored charter schools have achieved many notable successes thus far, but also have areas for improvement. My expectation is that each school builds upon successes and quickly addresses deficiencies.

Additional information about the Indianapolis charter schools initiative can be found at www.indygov.org/Mayor/Charter.

Thank you for your interest in Mayor-sponsored charter schools.

Sincerely,

A handwritten signature in black ink that reads "Gregory A. Ballard". The signature is fluid and cursive, with the first name "Gregory" and last name "Ballard" clearly legible.

Gregory A. Ballard
Mayor
City of Indianapolis

NOTABLE ACHIEVEMENTS

Charter schools provide an opportunity for all parents and students to access a high-quality school that meets their needs, and for innovative reformers space to create new schools that serve students and families exceptionally well.

Charter schools are an emerging trend here at home and nationwide, adding a new educational option for parents, students and educators. Indiana became the 37th state to adopt charter school legislation in 2001, and today, there are 17 Mayor-sponsored charter schools providing innovative education options for Indianapolis families. Although a number of select individuals and entities have the power to authorize charter schools, Mayor Ballard is the only mayor in the country with this authority.

This Accountability Report reflects the performance of Indianapolis' charter schools and provides a transparent view of standards and each school's overall performance. The success of charter schools adds to the community's vibrant quality of life, further elevating Indianapolis as a great place to live and work.



STUDENTS IN MAYOR-SPONSORED CHARTER SCHOOLS ARE MAKING IMPRESSIVE ACADEMIC GAINS

- In 2007-2008, Mayor-sponsored charter schools represented only 7 percent of all schools in Indianapolis, but made up 30 percent of the top 10 most improved schools in the city.
- For the last three years, the most improved school in Indianapolis – in terms of increased pass rates on ISTEP+ – has been a Mayor-sponsored charter school.
- In 2007-2008, the average improvement in ISTEP+ pass rates in Mayor-sponsored charter schools was 5.8 percentage points, compared to 0.6 statewide and 0.2 in Indianapolis.
- In 2007-2008, students at Mayor-sponsored charter schools took the NWEA MAP test – a nationally normed and highly respected assessment – which is given across the state and the nation in the fall and again in the spring.
 - ♦ As a whole, students in Mayor-sponsored charter schools made more academic progress from fall to spring than their state and national peers in reading and language, and about the same amount of growth in mathematics.
 - ♦ In no subject (reading, language or mathematics) or grade level (2nd through 10th) did students at Mayor-sponsored charter schools make less growth than their state and national peers.
- Two Mayor-sponsored charter schools – the Charles A. Tindley Accelerated School and Christel House Academy – were two of the seven finalists for the Indiana Department of Education's National Title I Distinguished Schools Recognition Program for closing the achievement gap.
- Two Mayor-sponsored charter schools – the Charles A. Tindley Accelerated School and the Southeast Neighborhood School of Excellence (SENSE) – received the Effective Practice Incentive Community (EPIC) National Charter School Consortium award, a national award given to fewer than 100 charter schools across the country for improved student achievement.

PARENTS AND THE COMMUNITY CONTINUE TO SHOW STRONG SUPPORT AND DEMAND FOR MAYOR-SPONSORED CHARTER SCHOOLS

- 87 percent of parents reported overall satisfaction with their child's Mayor-sponsored charter school in a 2008 confidential survey administered by Indiana University.
- From 2007-2008 to 2008-2009, enrollment at Mayor-sponsored charter schools increased by more than 900 students, or about 17 percent.
- Going into the 2008-2009 academic year, more than 700 students were on waiting lists to attend a Mayor-sponsored charter school.

FACT

94 percent (68 of 72) of the 2007-2008 graduates of Mayor-sponsored charter high schools are now enrolled in 2- or 4-year colleges.

2007-2008 MAYOR-SPONSORED CHARTER SCHOOLS MISSIONS



ANDREW J. BROWN ACADEMY

Andrew J. Brown Academy's mission is to provide a challenging, back-to-basics program aimed at developing the ability of all students to master fundamental academic skills and, ultimately, to increase academic achievement.

CHALLENGE FOUNDATION ACADEMY

The Challenge Foundation Academy's mission is to offer a first-class education to every child.

CHARLES A. TINDLEY ACCELERATED SCHOOL

Charles A. Tindley Accelerated School's mission is to empower students – regardless of their past academic performance – to become successful students who graduate with the capacity for college and career opportunities.

CHRISTEL HOUSE ACADEMY

Christel House Academy strives to: equip students with the desire for lifelong learning; strengthen their civic, ethical and moral values; and prepare them to be self-sufficient, contributing members of society.

DECATUR DISCOVERY ACADEMY

Decatur Discovery Academy seeks to provide a non-traditional environment in which students learn through experiential and inquiry approaches and strong personal relationships with teachers.

FALL CREEK ACADEMY

Fall Creek Academy's mission is to provide an educational program that combines innovative technology-based learning, small group instruction and project-based learning to allow students to learn at their own pace and enable teachers to provide students with more individualized attention.

FLANNER HOUSE ELEMENTARY SCHOOL

By fostering critical thinking and problem-solving skills, Flanner House Elementary School seeks to build a solid foundation and provide positive motivation for lifelong learning among its students.

FOUNTAIN SQUARE ACADEMY

Fountain Square Academy seeks to use computer technology to engage students in learning and to continually track students' academic progress.

HERRON HIGH SCHOOL

Herron High School provides a classical liberal arts education with early college experiences.

HOPE ACADEMY

Hope Academy offers a welcoming, challenging and supportive academic environment provided through a small school community high school model, committed to student recovery from alcohol and substance abuse.

INDIANAPOLIS LIGHTHOUSE CHARTER SCHOOL

Teachers at Indianapolis Lighthouse Charter School seek to infuse fine and performing arts into rigorous core academic courses and engage students in learning in a school culture that stresses respect and safety.

INDIANAPOLIS METROPOLITAN HIGH SCHOOL

Through its small size, Indianapolis Metropolitan High School attempts to ensure that every student has genuine, individualized relationships with teachers and other adults, and that every student becomes a self-directed learner.

KIPP INDIANAPOLIS COLLEGE PREPARATORY

KIPP Indianapolis College Preparatory's mission is to strengthen the character, knowledge and academic skills of its students, empowering them to make decisions that ensure success in college.

LAWRENCE EARLY COLLEGE HIGH SCHOOL FOR SCIENCE AND TECHNOLOGIES

Lawrence Early College High School for Science and Technologies provides a unique and supportive learning community, particularly for students who might not thrive in a traditional high school setting.

MONUMENT LIGHTHOUSE CHARTER SCHOOL

Students at Monument Lighthouse Charter School will acquire the knowledge, skills, values and attitudes to be responsible citizens and effective workers. Students will realize this mission through a curriculum that infuses fine and performing arts into a rigorous core of content.

SOUTHEAST NEIGHBORHOOD SCHOOL OF EXCELLENCE

Southeast Neighborhood School of Excellence (SENSE) is a community-driven elementary school that nurtures academic excellence, social development and civic responsibility in every individual. SENSE seeks to build a strong foundation for learning and living by creating in its students a thirst for knowledge and an enthusiasm for learning.



ENSURING QUALITY AND ACCOUNTABILITY

The Mayor's Office has created a comprehensive system for gathering detailed information about the schools, obtaining expert analyses of the schools' performance and making the results fully available to the public. With significant funding from the Annie E. Casey Foundation, the Mayor's Office enlisted leading accountability and charter school experts from Indianapolis and around the country to design and implement its accountability system. Key elements of this accountability system include:

MULTIPLE SCHOOL VISITS. The Mayor's staff, as well as experts engaged by the Mayor's Office, make multiple visits to the schools, including:

- **PRE-OPENING VISITS:** Guided by a detailed checklist, the Mayor's staff works with each new school before it opens to ensure that it is ready to start the school year in full compliance with education, financial, health, legal, safety and other vital requirements.
- **EXPERT SITE TEAM VISITS:** Site visits are conducted by local community education and evaluation experts from Indiana University. These teams examine educator practice and data related to each question of the Mayor's performance framework. Teams visit each first and second year school for a full day in both the fall and spring. Third year schools engage in a self-evaluation process that requires them to assess their own performance relative to the performance framework standards using an evidence-based process. For schools in their fourth year, an expert team conducts an in-depth, two-and-a-half day visit as part of the Fourth Year Charter Review (FYCR), providing a summative evaluation of where the school stands in relation to standards. Teams conduct a detailed follow-up evaluation of any area in which a fifth year school received a "Does Not Meet Standard" rating during the prior year's FYCR. Schools spend their sixth and seventh year of operation preparing for and participating in the charter renewal process.
- **SCHOOL LEADERSHIP VISITS:** The Mayor's staff conducts monthly visits to all schools to dialogue with school decision makers, examine operations and monitor compliance with various federal, state and local requirements. Staff also attend and observe governing board meetings at each school.

INDEPENDENT, CONFIDENTIAL SURVEYS OF PARENTS, STAFF AND

STUDENTS. Indiana University coordinates surveys of staff, parents and students each spring to rate their satisfaction with the schools on a variety of issues. For 2007-2008, at each school, 100 percent of staff, 53 percent or more of parents and an average of 86 percent of eligible middle and high school students participated in these confidential surveys.

FACT

Students come to Mayor-sponsored charter schools academically behind. The beginning average ISTEP+ pass rate (both English and mathematics) for a new Mayor-sponsored charter school is just 26 percent. For context, the pass rate is 65 percent statewide and 35 percent in Indianapolis.

FACT

For the last three years, the most improved school in Indianapolis – in terms of increased pass rates on ISTEP+ – has been a Mayor-sponsored charter school.

EXPERT ANALYSIS OF TEST SCORE DATA. The Mayor's Office requires each school to administer the well-regarded and widely used Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test to measure the academic growth of individual students. NWEA analyzes the schools' test results to determine how well students progressed from fall to spring in

reading, language and mathematics.

The researchers measure each student's progress and determine whether students made sufficient gains to reach proficiency by the target year in these core subjects. This analysis provides a useful supplement to the schools' results on Indiana's ISTEP+, which currently allows for only a limited measurement of student progress over time.

REVIEW OF SCHOOL FINANCES. The Mayor's Office contracts with an outside accounting firm to analyze each school's finances. Additionally, the Indiana State

Board of Accounts examines the finances and accounting processes for schools every other year beginning in a school's second year of operation.

SPECIAL EDUCATION REVIEW. A group of local experts conducts on-site reviews of a school's special education files during its second and fourth year, and for schools that receive a "Does Not Meet Standard" rating as a part of the Fourth Year Charter Review (FYCR) during their fifth year of operation. These on-site visits are conducted to determine whether the schools' special education files are in compliance with applicable laws and the Mayor's Office's requirements.

Together, all of this information provides a comprehensive picture of how well Mayor-sponsored charter schools are performing. This report is the primary means by which the Mayor's Office shares this information with the public, and detailed information for each school is available online or on the CD at the end of this report.



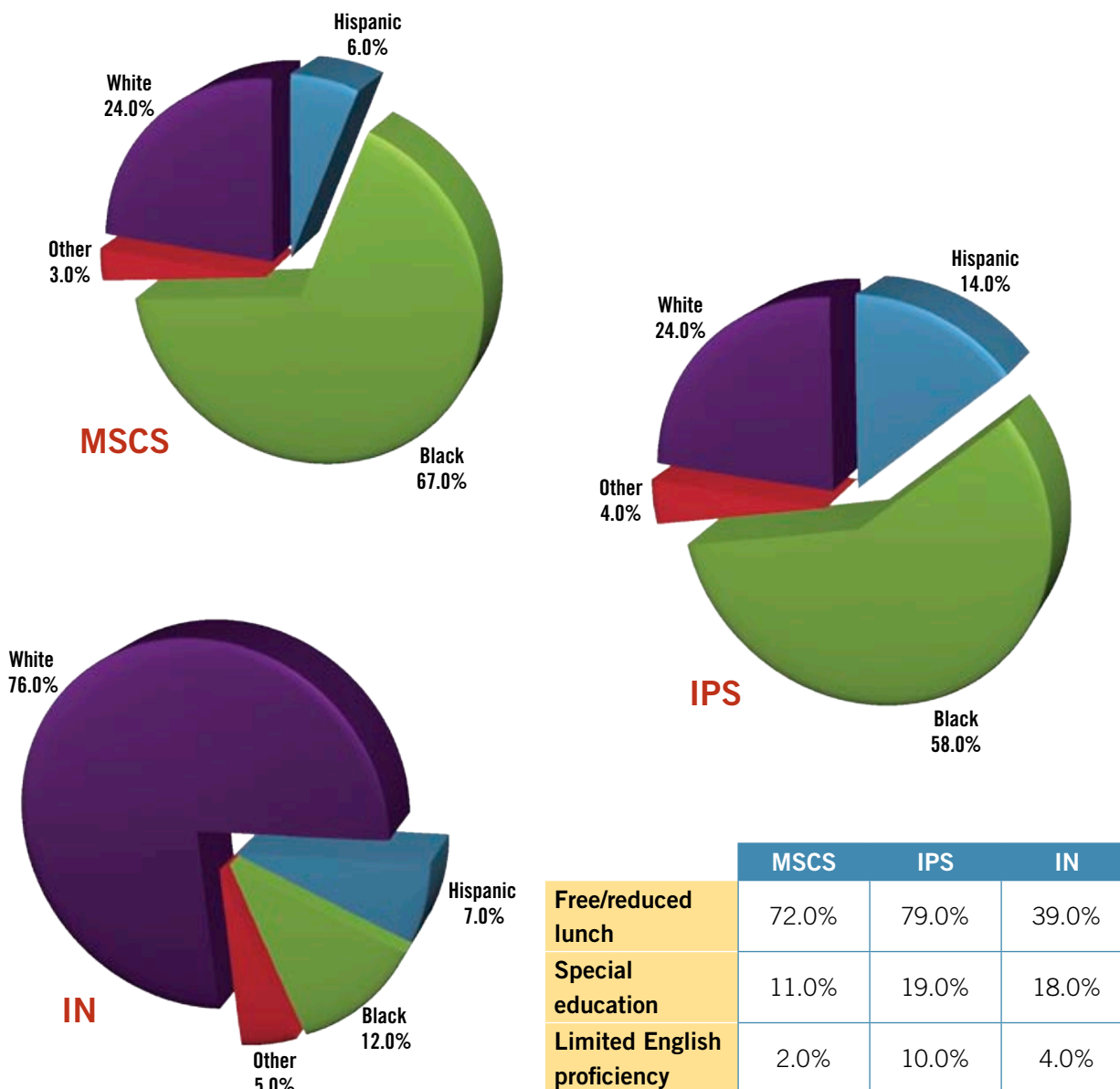
THE SCHOOLS: A SNAPSHOT

2007-2008 ENROLLMENT FOR MAYOR-SPONSORED CHARTER SCHOOLS *Figure A*

Opened	Mayor-sponsored Charter School	Grades Served in 2007-2008	Maximum Possible Enrollment	Students Enrolled	Students on Waiting List
2002	Fall Creek Academy	K-11	360	321	140
	Christel House Academy	K-8	417	414	162
	Flanner House Elementary School	K-6	300	233	38
2003	Andrew J. Brown Academy	K-8	678	624	58
2004	Charles A. Tindley Accelerated School	6-12	400	325	0
	Indianapolis Metropolitan High School	9-12	512	342	59
	KIPP Indianapolis College Preparatory	5-8	320	250	4
	Southeast Neighborhood School of Excellence	K-6	240	253	27
2005	Fountain Square Academy	5-12	280	237	0
	Decatur Discovery Academy	9-12	200	135	0
	Indianapolis Lighthouse Charter School	Pre K-7	610	381	83
2006	Challenge Foundation Academy	K-5	355	338	88
	Herron High School	9-11	270	212	0
	Hope Academy	9-12	40	40	0
	Lawrence Early College High School	9-11	300	164	0
2007	Monument Lighthouse Charter School	K-6	353	316	56
TOTAL			5,635	4,585	715

Note: It is possible for a school that has not reached maximum enrollment to have a waiting list because some grade levels may be fully enrolled with a waiting list, while other grade levels may have openings. Actual enrollment may exceed the maximum enrollment stated in the Charter by 10 percent.

STUDENT COMPOSITION OF MAYOR-SPONSORED CHARTER SCHOOLS (MSCS), INDIANAPOLIS PUBLIC SCHOOLS (IPS) AND ALL INDIANA PUBLIC SCHOOLS (IN) Figure B



FACT

76 percent of students in Mayor-sponsored charter schools are students of color and 72 percent qualify for free or reduced lunch. For context, the Indianapolis Public Schools (IPS) serve 76 percent students of color and 79 percent free/reduced lunch.

THE SCHOOLS: PERFORMANCE FRAMEWORK

Based on results from the ISTEP+, the NWEA testing analysis, parent, staff and student surveys, school visits, and other information, the Mayor's Office analyzed each school's performance in order to answer the following questions in the **MAYOR'S CHARTER SCHOOL PERFORMANCE FRAMEWORK**.

This section provides information about how Mayor-sponsored charter schools are performing as a group, followed by a summary of performance information for each school. The summaries address the four main questions in the performance framework, which can be found in its entirety online at www.indygov.org/Mayor/Charter.

QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

- Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?
- Are students making substantial and adequate gains over time, as measured using value-added analysis?
- Is the school outperforming schools that the students would have been assigned to attend?
- Is the school meeting its school-specific educational goals?

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

- Is the school in sound fiscal health?
- Are the school's student enrollment, attendance and retention rates strong?
- Is the school's board active and competent in its oversight?
- Is there a high level of parent satisfaction with the school?
- Is the school administration strong in its academic and organizational leadership?
- Is the school meeting its school-specific organizational and management performance goals?

QUESTION 3:
IS THE SCHOOL MEETING
ITS OPERATIONS AND
ACCESS OBLIGATIONS?

- Has the school satisfactorily completed all of its organizational structure and governance obligations?
- Is the school's physical plant safe and conducive to learning?
- Has the school established and implemented a fair and appropriate pupil enrollment process?
- Is the school properly maintaining special education files for its special needs students?
- Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?

QUESTION 4:
IS THE SCHOOL PROVIDING
THE APPROPRIATE
CONDITIONS FOR SUCCESS?

- Does the school have a high-quality curriculum and supporting materials for each grade?
- Are the teaching processes (pedagogies) consistent with the school's mission?
- For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?
- Does the school effectively use learning standards and assessments to inform and improve instruction?
- Has the school developed adequate human resource systems and deployed its staff effectively?
- Is the school's mission clearly understood by all stakeholders?
- Is the school climate conducive to student and staff success?
- Is ongoing communication with students and parents clear and helpful?

QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

ADEQUATE YEARLY PROGRESS

Each year, pursuant to the federal No Child Left Behind Act, the Indiana Department of Education determines whether public schools in the state made Adequate Yearly Progress (AYP) toward academic and performance goals. AYP determinations are based on student achievement and participation rates on the ISTEP+ in English and mathematics, student attendance rates for elementary and middle schools and graduation rates for high schools.

For high schools that have not operated long enough to graduate students, attendance rates are considered for AYP. AYP is determined for a number of indicators based on the student subgroups present at a school, and a school must meet the performance targets for each subgroup to make AYP overall.

New schools do not receive a rating until the end of their second year of operation. In 2007-2008, 14 Mayor-sponsored charter schools were eligible to receive an AYP determination. Four of these schools made AYP overall, while the other 10 did not. Figure D shows the fraction of indicators for which each Mayor-sponsored school met AYP goals.

2007-2008 ADEQUATE YEARLY PROGRESS DETERMINATIONS *Figure D*

	AYP	Indicators	Reasons the school did not make AYP
Andrew J. Brown Academy	N	11/13	Did not meet English targets for black or free/reduced lunch subgroups
Challenge Foundation Academy	N	11/13	Did not meet English targets for all students or for black subgroup
Charles A. Tindley Accelerated School	Y	13/13	
Christel House Academy	Y	29/29	
Decatur Discovery Academy	N	2/9	Did not meet English or mathematics targets for all students; did not meet English targets for white subgroup; did not meet participation rate targets for all students or for white subgroup; did not meet attendance rate target
Fall Creek Academy	N	14/15	Did not meet mathematics targets for special education subgroup
Flanner House Elementary School	N	12/13	Did not meet English targets for free/reduced lunch subgroup
Fountain Square Academy	N	4/13	Did not meet English or mathematics targets for all students or for white and free/reduced lunch subgroups; did not meet participation rate targets for white subgroup; did not meet attendance rate target
Herron High School	Y	13/13	
Hope Academy	*	—	—
Indianapolis Lighthouse Charter School	N	10/17	Did not meet English or mathematics targets for all students or for black or free/reduced lunch subgroups; did not meet attendance rate target
Indianapolis Metropolitan High School	**	—	
KIPP Indianapolis College Preparatory	N	11/13	Did not meet English targets for all students or for black subgroup
Lawrence Early College High School	N	10/13	Did not meet mathematics targets for all students or for black or free/reduced lunch subgroups
Southeast Neighborhood School of Excellence	Y	13/13	

*Hope Academy did not receive an AYP placement from the Indiana Department of Education in 2007-2008 due to the low number of students enrolled at the school.

**The Indianapolis Metropolitan High School consolidated two existing charter schools into one, requiring the Indiana Department of Education to conduct a special performance analysis for AYP and that rating had not been completed prior to the time of printing.

PUBLIC LAW 221

PUBLIC LAW 221 CATEGORY PLACEMENTS

Using guidelines outlined in Indiana's state accountability law, Public Law 221, the Indiana Department of Education places all public schools into academic performance categories each year. Public Law 221 category placements are based on a combination of a school's improvement on the ISTEP+ and its overall ISTEP+ pass rate. Schools receive one of five category placements: Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation. A school's overall pass rate determines how much improvement the school must show to receive a high category placement; the lower the overall pass rate, the more improvement the school must demonstrate to receive a high category placement. In addition, regardless of its performance on the ISTEP+, a school that does not make AYP for two consecutive years in the same content area or subgroup cannot receive a category placement higher than Academic Progress.

New schools do not receive category placements until the end of their second year of operation. In 2007-2008, 14 Mayor-sponsored charter schools received a category placement. Figure E shows these category placements.

2007-2008 PUBLIC LAW 221 CATEGORY PLACEMENTS *Figure E*

	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch	Academic Probation
Andrew J. Brown Academy	●				
Charles A. Tindley Accelerated School	●				
Challenge Foundation Academy	●				
Christel House Academy	●				
Decatur Discovery Academy					●
Fall Creek Academy			●		
Flanner House Elementary School	●				
Fountain Square Academy					●
Herron High School			●		
Hope Academy	●				
Indianapolis Lighthouse Charter School			●		
Indianapolis Metropolitan High School*					
KIPP Indianapolis College Preparatory	●				
Lawrence Early College High School					●
Southeast Neighborhood School of Excellence				●	

* The Indianapolis Metropolitan High School consolidated two existing charter schools into one, requiring the Indiana Department of Education to conduct a special performance analysis for PL 221 and that rating had not been completed prior to the time of printing.

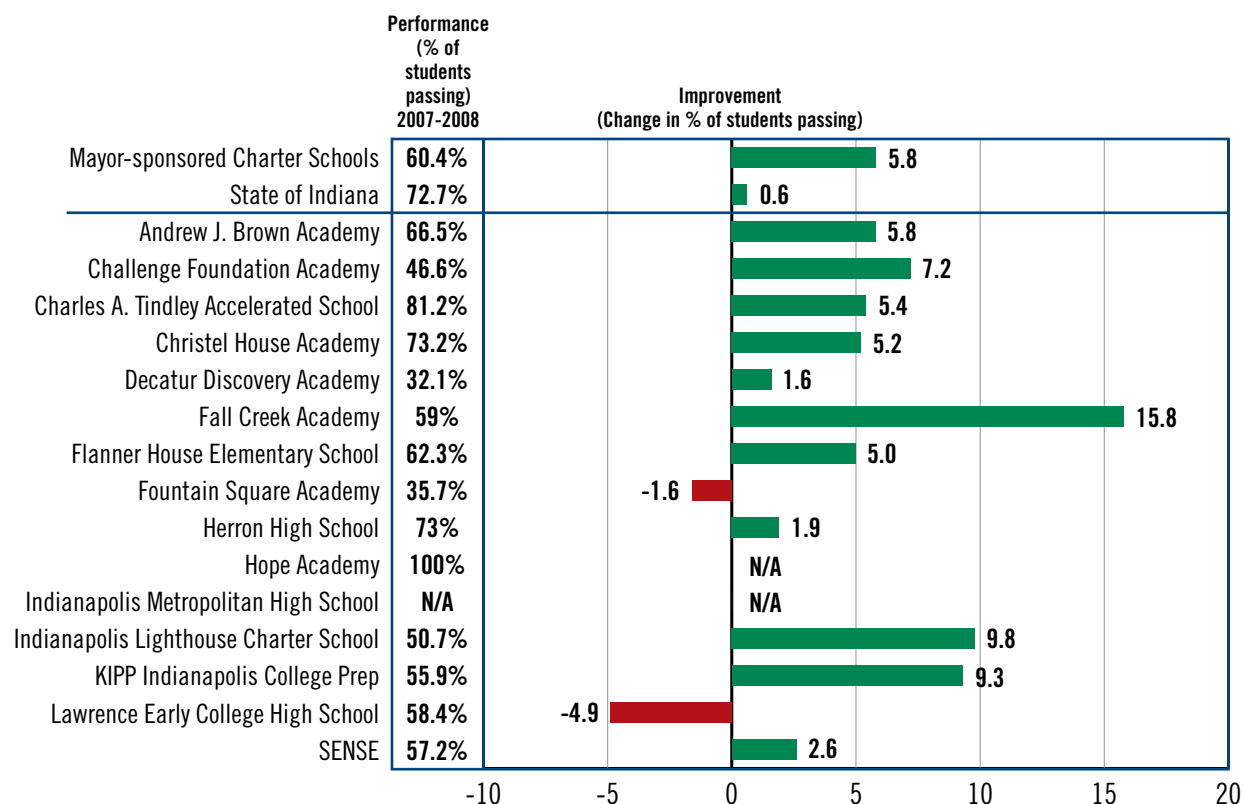
ISTEP+ RESULTS

ISTEP+ RESULTS: CHANGE OVER TIME

Under Public Law 221, the Indiana Department of Education (IDOE) determined how much ISTEP+ pass rates changed from 2006 to 2007 in the 14 Mayor-sponsored charter schools that received a category placement. Specifically, the IDOE identified a cohort of students who attended each school throughout the 2006-2007 school year, then calculated how much those students' ISTEP+ pass rates improved from fall 2006 to fall 2007. The data reported by the Indiana Department of Education and used for its accountability purposes is the one-year increase in ISTEP+ pass rates, or each school's three-year average increase, whichever is larger. Tracking the progress of students who are in a school from one year to the next provides a better gauge of performance than, for example, simply comparing a school's overall pass rate in 2006 with its overall pass rate in 2007.

As Figure F demonstrates, students in 11 of the 14 Mayor-sponsored schools that received a Public Law 221 category placement were rated as having an overall improvement on the ISTEP+. In addition, the average increase in ISTEP+ pass rates in the 14 schools as a group rose by 5.8 points compared to a statewide increase of 0.6 points.

CHANGE IN PERCENTAGE OF STUDENTS PASSING ISTEP+ IN MAYOR-SPONSORED CHARTER SCHOOLS FALL 2006 TO FALL 2007 *Figure F*



GROWTH IN TEST SCORES FROM FALL TO SPRING



Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2007-2008 academic year:

- Did students gain ground, lose ground or stay even compared to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

COMPARATIVE GAINS: HOW MUCH DID MAYOR-SPONSORED CHARTER SCHOOL STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at Mayor-sponsored charter schools with those of students across Indiana (Figure G) and the United States (Figure H). The figures show where Mayor-sponsored school students gained ground, lost ground or stayed even compared to their peers. As these figures illustrate, students at Mayor-sponsored schools made significantly more academic progress in reading and language and about the same progress in mathematics compared to their Indiana peers (Figure G) and national peers (Figure H).

ACADEMIC PROGRESS

ACADEMIC PROGRESS OF STUDENTS Figure G

Mayor-sponsored Charter Schools (MSCS) vs. Indiana Norms (IN), Fall 2007 through Spring 2008

	MSCS Gains vs. Indiana Gains		Gained or Lost Ground		
Grade Level/Subject	MSCS Growth	IN Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	8.6	8.0		0.7	
2 nd grade	15.0	14.0	1.0		
3 rd grade	11.3	10.0	1.3		
4 th grade	9.1	9.0		0.1	
5 th grade	9.7	9.0		0.7	
6 th grade	7.5	7.0		0.5	
7 th grade	6.9	6.0	0.9		
8 th grade	5.4	5.0		0.4	
9 th grade	3.8	3.0		0.8	
10 th grade	2.7	3.0		-0.3	
Reading	7.4	5.7	1.6		
2 nd grade	14.0	13.0	1.0		
3 rd grade	10.3	8.0	2.3		
4 th grade	7.9	7.0	0.9		
5 th grade	8.5	6.0	2.5		
6 th grade	4.7	4.0		0.7	
7 th grade	3.9	3.0		0.9	
8 th grade	4.2	3.0	1.2		
9 th grade	3.2	1.0	2.2		
10 th grade	4.7	1.0	3.7		
Language Usage	7.3	5.7	1.6		
2 nd grade	14.8	14.0		0.8	
3 rd grade	10.5	8.0	2.5		
4 th grade	8.5	6.0	2.5		
5 th grade	6.7	5.0	1.7		
6 th grade	6.7	4.0	2.7		
7 th grade	3.6	3.0		0.6	
8 th grade	2.8	2.0		0.8	
9 th grade	2.7	1.0	1.7		
10 th grade	1.8	1.0		0.8	
Summary Total	7.8	6.5	1.3		

How to read this figure: For example, the tenth row under the Grade Level/Subject column is 10th grade mathematics. The numbers in that row show that 10th grade students in Mayor-sponsored charter schools made an average gain of 2.7 points, compared to 3.0 points for the average Indiana student. These students “stayed even” compared to the average Indiana student because their average gains were 0.3 points lower. A rating of “stayed even” means there was no statistically significant difference between Mayor-sponsored charter schools’ average gains for this grade and subject and the average Indiana gains.

ACADEMIC PROGRESS OF STUDENTS Figure H

Mayor-Sponsored Charter Schools (MSCS) vs. National Norms (U.S.), Fall 2007 through Spring 2008

Grade Level/Subject	MSCS Gains vs. U.S. Gains		Gained or Lost Ground		
	MSCS Growth	U.S. Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	8.6	8.1		0.5	
2 nd grade	15.0	14.0	1.0		
3 rd grade	11.3	11.0		0.3	
4 th grade	9.1	9.0		0.1	
5 th grade	9.7	9.0		0.7	
6 th grade	7.5	7.0		0.5	
7 th grade	6.9	6.0	0.9		
8 th grade	5.4	5.0		0.4	
9 th grade	3.8	3.0		0.8	
10 th grade	2.7	3.0		-0.3	
Reading	7.4	5.8	1.5		
2 nd grade	14.0	13.0	1.0		
3 rd grade	10.3	9.0	1.3		
4 th grade	7.9	7.0	0.9		
5 th grade	8.5	5.0	3.5		
6 th grade	4.7	4.0		0.7	
7 th grade	3.9	3.0		0.9	
8 th grade	4.2	3.0	1.2		
9 th grade	3.2	2.0	1.2		
10 th grade	4.7	1.0	3.7		
Language Usage	7.3	5.9	1.4		
2 nd grade	14.8	14.0		0.8	
3 rd grade	10.5	9.0	1.5		
4 th grade	8.5	6.0	2.5		
5 th grade	6.7	5.0	1.7		
6 th grade	6.7	4.0	2.7		
7 th grade	3.6	3.0		0.6	
8 th grade	2.8	3.0		-0.2	
9 th grade	2.7	1.0	1.7		
10 th grade	1.8	1.0		0.8	
Summary Total	7.8	6.6	1.2		

How to read this figure: For example, the tenth row under the Grade Level/Subject column is 10th grade mathematics. The numbers in that row show that 10th grade students in Mayor-sponsored charter schools made an average gain of 2.7 points, compared to 3.0 points for the average U.S. student. These students “stayed even” compared to the average U.S. student because their average gains were 0.3 points lower. A rating of “stayed even” means there was no statistically significant difference between Mayor-sponsored charter schools’ average gains for this grade and subject and the average U.S. gains.

SUFFICIENT GAINS

SUFFICIENT GAINS: WHAT PROPORTION OF STUDENTS ARE ON TRACK TO REACH PROFICIENCY?

NWEA determined the target amount of growth each student in a Mayor-sponsored charter school needed to achieve between fall 2007 and spring 2008 in order to be on track to become proficient within two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains.

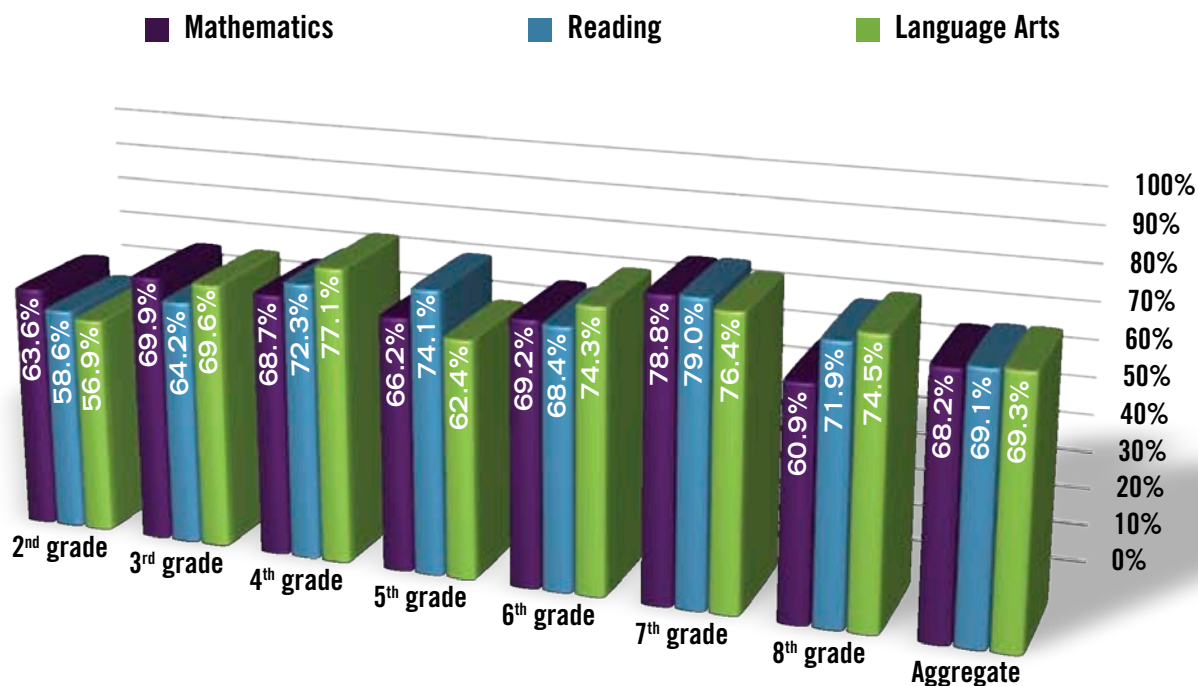
Figure 1 displays the percentage of students across Mayor-sponsored charter schools that made sufficient gains within each subject and grade. This calculation is only possible for students in grades 2 through 8 because NWEA does not currently publish proficiency levels for grades 9 and higher.



FACT

Almost 70 percent of students in reading, language and mathematics made enough growth in 2007-2008 to be considered on track for proficiency on ISTEP+ within two years.

MAYOR-SPONSORED CHARTER SCHOOLS STUDENTS ACHIEVING SUFFICIENT GAINS *Figure 1*
To Become Proficient within Two Years



How to read this figure: For example, 2nd grade mathematics shows 63.6 percent. This means that at their current rate of progress, 63.6 percent of 2nd graders enrolled in Mayor-sponsored charter schools during the 2007-2008 school year made gains large enough that they would be expected to reach proficiency in mathematics in the spring of their 4th grade year and, therefore, pass the ISTEP+ the following fall.

QUESTION 2:

ARE THE ORGANIZATIONS EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY *Figure J*

Findings from Expert Site Visits, Reviews by an Outside Accounting Firm, Results from Independent Survey and Oversight by Mayor's Office

	Findings
Fiscal Health	Finances at Mayor-sponsored charter schools were adequately managed in 2007-2008, and many schools ended the school year in satisfactory fiscal health. Due to delays in receipt of funding, many schools had to borrow from public and private sources to meet budgeted operational expenses. Schools in their second, fourth and sixth years of operation were examined by the Indiana State Board of Accounts. Most findings from the examination were deemed minor except for two incidents. In 2006, the Charles A. Tindley Accelerated School terminated and prosecuted its former treasurer for issuing fictitious invoices for personal gain. The examination for KIPP Indianapolis College Preparatory revealed questionable expenses related to staff incentives. Three schools (Fountain Square Academy, Indianapolis Lighthouse Charter School and Lawrence Early College High School for Science and Technologies) fell short of enrollment projections resulting in some financial difficulty.
Board Governance	Board members continue to offer a wide range of expertise, experience and dedication to ensure that each school is successful. Overall, board members not only provided effective oversight, but also actively contributed time, effort and personal resources for school advancement. Some boards, however, experienced high rates of turnover, struggled with poor attendance at meetings and did not always follow all Open Door Law procedures as required by law.
Leadership	Overall, school leadership at Mayor-sponsored charter schools continues to establish a culture of high expectations for student and staff performance. School leaders possess a range of experiences and professional backgrounds that often serve each school well. Five schools (Indianapolis Lighthouse Charter School, KIPP Indianapolis College Preparatory, Lawrence Early College High School for Sciences and Technologies, Challenge Foundation Academy and Fall Creek Academy) will have new school leaders at the beginning of the 2008-2009 academic year; therefore, ensuring that these new leaders are appropriately supported must be a high priority.

PARENT, STAFF AND STUDENT SURVEY RESULTS

PARENT EVALUATION *Figure K*

Quality of education “very good” or “excellent”	72%
Satisfied with...	
Individualized student attention	87%
Curriculum/academic program	88%
Class size	89%
Quality of teaching/instruction	87%
Opportunities for parent participation	86%
School administration	80%
Faculty/teachers	86%
Services provided to students with special needs	53%
Likely to...	
Recommend school to friends or colleagues	75%
Return to school	77%
Overall satisfaction	87%

STAFF EVALUATION *Figure L*

Quality of education “very good” or “excellent”	67%
School improvement efforts are...	
Focused on student learning	85%
Based on research evidence	74%
Principal at this school...	
Tracks student progress	78%
Works directly with teachers	61%
Makes clear the expectations	77%
Communicates a clear vision	83%
Likely to...	
Return to school	80%
Overall satisfaction	89%

STUDENT EVALUATION *Figure M*

School has done “excellent job” teaching me to...	
Be a good reader	38%
Write clearly and effectively	43%
Analyze and solve mathematics problems	46%
Learn effectively on my own	38%
Be a responsible community member	34%
Respect people from different backgrounds	43%
Think critically about ideas and problems	41%
Prepare for work or college	51%
Overall satisfaction	61%

QUESTION 3:

ARE THE SCHOOLS MEETING THEIR OPERATIONS AND ACCESS OBLIGATIONS?

Of the 16 Mayor-sponsored charter schools open in 2007-2008, 14 satisfied their reporting and compliance obligations to the Mayor's Office and other regulatory bodies. The two schools who did not satisfy these obligations were KIPP Indianapolis College Preparatory and Charles A. Tindley Accelerated School.

First, KIPP Indianapolis College Preparatory regularly failed to manage its compliance responsibilities and continuously failed to submit required documents to both the Mayor's Office and the Indiana Department of Education (IDOE) in a timely manner. The school was late in submitting a number of reports, including its September Student Residence report (DOE-SR) and signed hard copies of the September Student Membership report (DOE-ME). The school was late in submitting both reports during the 2006-2007 school year, as well. Additionally, the school was late in submitting its attendance rate to the IDOE, its 2007-2008 Title I application and a revised 2006-2007 Title I amendment. Due to this lack of compliance, Title I funds were withheld from the school for a period of time. The school's tardiness in submitting its revised student roster to the Office of Charter School Research at Ball State University for Northwest Evaluation Association (NWEA) testing resulted in significant delays in the fall administration of the assessment.

Second, the Charles A. Tindley Accelerated School was delinquent in satisfying its reporting and compliance obligations to both the Mayor's Office and to the IDOE during the 2007-2008 school year. The school regularly failed to submit compliance documents in a timely manner and was routinely unprepared for compliance meetings with the Mayor's Office. The school did not submit teacher licenses or credentials in a timely manner, and while local background checks were conducted for new board members, the school did not verify that national criminal background checks were conducted. Finally, the school was late in submitting the Biannual Financial Report (Form 9) to the IDOE.

Of the 14 schools that did generally satisfy their reporting and compliance obligations, some experienced difficulty meeting certain requirements. Seven of these schools (Andrew J. Brown Academy, Challenge Foundation Academy, Christel House Academy, Indianapolis Lighthouse Charter School, Southeast Neighborhood School of Excellence, Decatur Discovery Academy and Indianapolis Metropolitan High School) received notification of noncompliance on Indicators 11 [Evaluation within 60 days] and/or 13 [Secondary Student Individualized Education Plan (IEP) Goals and Transition Services] from the Indiana Department of Education's Division of Exceptional Learners (DEL); schools have one year to correct the noncompliance issue and will be monitored by DEL in accordance with its Continuous Improvement and Focused Monitoring System (CIFMS) process. KIPP Indianapolis College Preparatory and Charles A. Tindley Accelerated School also received notices.

Two schools (Decatur Discovery Academy and Indianapolis Lighthouse Charter School) submitted their Student Membership and/or Residence reports late to the IDOE. Six schools (Christel House Academy, Fall Creek Academy, Fountain Square Academy, Hope Academy, Indianapolis Metropolitan High School and Southeast Neighborhood School of Excellence) were late in submitting Biannual Financial Reports (Form 9) to the IDOE. Seven schools experienced some delay in producing documentation of teacher licenses or credentials (Fall Creek Academy, Flanner House Elementary School, Fountain Square Academy, Indianapolis Lighthouse Charter School, Indianapolis Metropolitan High School, Lawrence Early College High School and Monument Lighthouse Charter School). Five schools (Fall Creek Academy, Flanner House Elementary School, Fountain Square Academy, Herron High School and Lawrence Early College High School) verified completion of local, but not national, criminal background checks for board members.



QUESTION 4:

ARE THE SCHOOLS PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

EXPERT SITE VISIT TEAMS' KEY COMMENTS

Dr. Ruth Green, Research Associate at Indiana University and principal evaluator for the Indianapolis Charter School Initiative, led expert site visits to each Mayor-sponsored charter school in its first, second, third and fifth year of operation. According to Dr. Green:

- **FIRST YEAR SCHOOLS.** "Monument Lighthouse Charter School was the only first year school in 2007-2008. Classrooms were orderly and teachers were focused on implementing an arts-infused curriculum. The school has a large number of teachers who are in the process of completing requirements for permanent licensure, and staff must continue to work to fully implement the school's rigorous, arts-infused curriculum."
- **SECOND YEAR SCHOOLS.** "Herron High School and Challenge Foundation Academy have staff that are effectively implementing each school's curriculum, have classrooms that are orderly, have students focused on learning, and school leaders that provide strong academic leadership. Additionally, student test scores (ISTEP+, NWEA) showed strong gains. Hope Academy continues to adjust and modify its curriculum to better serve students. The small size of the student population presents staffing challenges that must be addressed. Parents and students continue to report high levels of satisfaction with the school. Culture and student behavior at Lawrence Early College High School has improved significantly this year, but some areas of concern – such as large class sizes and providing guidance on post-secondary options – need to be attended to."
- **THIRD YEAR SCHOOLS.** "Indianapolis Lighthouse Charter School, Fountain Square Academy and Decatur Discovery Academy conducted an evidence-based self-evaluation that identified areas of strength and areas for improvement. The self-evaluations were data-driven and rigorous and thus can be useful in identifying priorities and action plans to ensure all standards identified in the Mayor's accountability framework are met."





Dr. Green conducted a site visit to the Andrew J. Brown Academy, the only school in its fifth year of operation, to follow up on one area the school was rated as “Does Not Meet Standard” from its Fourth Year Mid-Charter Review:

- **FIFTH YEAR SCHOOL.** “Andrew J. Brown made a number of policy and procedure changes to more effectively support the success of the teaching staff, including making the teacher evaluation process explicit and consistent and developing and empowering a teacher leadership team. The school should continue to attend to the successful orientation of teachers hired after the school’s summer orientation process and answer staff questions about teacher leave time and allocation of bonuses.”

For schools in their fourth year of operation – Charles A. Tindley Accelerated School, Southeast Neighborhood School of Excellence (SENSE), Indianapolis Metropolitan High School and KIPP Indianapolis College Preparatory – teams of educational and operational evaluation experts conducted a rigorous, two-and-a-half day site visit that culminated with a summative evaluation of where each of these four schools stands in relation to standards specified in the Mayor’s Charter School Performance Framework. Highlights of findings for each fourth year school are contained within their individual school sections and the detailed report on each school is available on the Mayor’s charter school website.

Standard accountability and oversight data collected and evaluated by the Mayor’s Office revealed no new issues for the three schools in their sixth year of operation (Fall Creek Academy, Christel House Academy and Flanner House Elementary School).

ACKNOWLEDGMENTS

The Mayor's Office wishes to express its gratitude to a number of individuals, groups and organizations. First, we would like to thank the members of the Indianapolis Charter School Advisory Board for volunteering their time and effort in helping to make this initiative successful. We would also like to thank the members of the Indianapolis City-County Council for their support. Finally, the Mayor's Office thanks the students, parents and educators who work hard every day to make the Mayor-sponsored charter schools successful.

The Mayor's Office also recognizes the following individuals and organizations for their efforts in developing the initiative, collecting and analyzing school performance data and providing assistance in preparing this report.

DR. BRYAN C. HASSEL, co-director of Public Impact, served as the Mayor's Office's principal advisor as it developed and refined its accountability system. Dr. Hassel, a national expert on charter schools and their accountability and oversight, holds a doctorate from Harvard University and a master's degree from Oxford University, which he attended as a Rhodes Scholar.

DR. RUTH GREEN, research associate at Indiana University, led IU's involvement with the charter schools initiative. During 2007-2008, Dr. Green led and coordinated site visits, developed site visit protocols and provided support for the parent and staff surveys. Dr. Green holds a doctorate from North Carolina State University and is an expert in school accountability.

DIANA DANIELS is president of the National Council on Educating Black Children, an experienced leadership trainer and adjunct professor at Anderson University.

KELLY HAMILTON is the assistant principal of Academic Affairs at Saint Theodore Guerin High School in Noblesville, Ind.

DR. TERRENCE HAREWOOD is an experienced university educator currently teaching at the University of Indianapolis.

DAVID HARRIS is President and CEO of The Mind Trust, a nonprofit organization in Indianapolis focused on bringing talented social entrepreneurs into public education.

CORRIE HENEGHAN is COO of The Mind Trust, a nonprofit organization in Indianapolis focused on bringing talented social entrepreneurs into public education.

H.J. UMBACH & ASSOCIATES developed and carried out the Mayor's Office's system of financial oversight of charter schools. The firm has more than 50 years of experience and is consistently ranked among the leading financial advisory firms in the State of Indiana by Thomson Financial Securities Data.

CHERYL MCLAUGHLIN is an independent consultant and experienced leader in the traditional public school and public charter school sector serving on governance boards in both sectors.

DR. JONATHAN PLUCKER is the director of the Center for Evaluation and Education Policy (CEEP) and a professor of educational psychology and cognitive science at the Indiana University School of Education. Dr. Plucker oversaw CEEP's management of many accountability systems for the Mayor's Office in 2007-2008.

BRANDON RINKENBERGER is a project associate at the Center for Evaluation and Education Policy (CEEP) who managed the input of all survey data.

KAAREN RODMAN is a retired English and foreign language teacher at North Central High School in Indianapolis.

JACOB ROSCH, an analyst at Public Impact, made valuable contributions to this report, including data analysis and the development of data presentation methods.

DANIEL ROY is an attorney with Baker & Daniels and served as Charter Schools Director for the City of Indianapolis from July 2006 through December 2007.

BLANCHE RYAN is an independent consultant and retired Indianapolis Public Schools secondary school teacher.

SCHOOLWORKS, a nationally recognized education consulting firm, developed the protocol for the Fourth Year Charter Review and provided on-site training, leadership and technical support for a group of local experts to conduct the review this year with SchoolWorks personnel.

DAVID SOOTS is a professor at Ivy Tech and has taught writing and literature for more than 30 years at the high school and college levels.

TYLER SPARKS is a research associate at the Center for Evaluation and Education Policy (CEEP) who completed survey data analysis and reporting.

DR. DINA STEPHENS is an independent consultant specializing in high school program development and evaluation.

NICOLE WILTROUT is director of special projects for The Mind Trust, a nonprofit organization in Indianapolis focused on bringing talented social entrepreneurs into public education.

SUSAN ZAPACH is an educator and Fellow with the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis.

EXECUTIVE SUMMARY FIGURE NOTES

The information below provides source references and additional information for all figures appearing in the main report and each school's report.

Figure A: 2007-2008 Enrollment and Demand

Source for student enrollment: The Indiana Department of Education (IDOE) website, based on schools' Pupil Enrollment Count reported every fall.

Source for maximum possible enrollment: Each school's charter, on file with the Mayor's Office.

Source for number of students on waiting lists: Schools' self-report of data as of August 1, 2008.

Note: In 2007-2008, students residing in 47 different school districts attended Mayor-sponsored charter schools.

Note: A school may elect to maintain a smaller overall enrollment than that allowed by its charter with the Mayor's Office.

Figure B: Student Composition

Source for race/ethnicity and free/reduced lunch data: Indiana Department of Education (IDOE) website.

Source for Special Education: IDOE website, Special Education count reported December 1, 2007.

Source for Limited English Proficiency: IDOE Division of Language Minority and Migrant Programs, count reported in March 2008.

Figure D: 2007-2008 Adequate Yearly Progress Determinations

Source: Indiana Department of Education (IDOE).

Note: AYP determinations are required by the federal No Child Left Behind Act. If a school enrolled fewer than 30 students in a particular subgroup for a full year prior to testing, the IDOE does not issue an AYP determination for that subgroup's performance. If a school enrolled fewer than 40 students in a particular subgroup at the time of testing, the IDOE does not issue an AYP determination for that subgroup's participation. None of the Mayor-sponsored charter schools had the necessary number of qualifying students in the American Native and Asian subgroups.

Figure E: 2007-2008 Public Law 221 Category Placement

Source: Indiana Department of Education (IDOE).

Note: Public Law 221 category placements are required annually by Indiana law. A school is placed into one of five categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch and Academic Probation – based on a combination of the school's improvement in achievement on the ISTEP+ and the school's overall ISTEP+ pass rate. In addition, regardless of its performance on the ISTEP+, a school that does not make AYP for two consecutive years in the same content area or subgroup cannot receive a category placement higher than Academic Progress. For purposes of Public Law 221, the IDOE considers the results of the English and math portions of the ISTEP+, but not the science portion. To determine improvement, the IDOE uses the greater of (a) the school's change in ISTEP+ pass rates over the most recent year or (b) the school's average change in ISTEP+ pass rates over the past three years. Only students who attended the school for at least 126 days during the 2006-2007 school year and took the fall 2007 ISTEP+ at that same school are included in one-year gain calculations for the 2007-2008 category placements. The IDOE calculated a school's "overall" pass rate using the ISTEP+ results of all students who attended the school on May 1, 2007, regardless of which school the students attended when they took the fall 2007 ISTEP+.

Figure F: Change in Percentage of Students Passing ISTEP+ in Mayor-Sponsored Charter Schools, Fall 2006 to Fall 2007

Source: Indiana Department of Education (IDOE).

Note: The ISTEP+ improvement figures and overall pass rates for individual Mayor-sponsored charter schools were calculated by the IDOE based on the method prescribed by Public Law 221, which is detailed above in the note for Figure E. The overall pass rate for Mayor-sponsored charter schools as a group is the percentage of students in all Mayor-sponsored charter schools who passed the English and math portions of the ISTEP+. Similarly, the overall pass rate for all Indiana public schools is the percentage of students in the state's public schools who passed the English and math portions of the ISTEP+.

Figure G: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. Indiana Norms (IN), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure H: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. National Norms (U.S.), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure I: Mayor-Sponsored Charter Schools Students Achieving Sufficient Gains To Become Proficient Within Two Years

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association (NWEA), 2008.

Note: For 7th and 8th grade students, "sufficient gains" means sufficient to pass proficiency on the ISTEP+ in the fall of 9th grade. To determine what score is proficient, NWEA conducted a study in 2003 that found a high correlation between student scores on the Measures of Academic Progress (MAP) test and the ISTEP+, allowing NWEA to pinpoint a MAP score that equates with a passing score on the ISTEP+ in each grade and subject. As NWEA has not calculated these cut scores for grades 10 through 12, NWEA was unable to calculate sufficient gains for 9th through 12th grades.

Figure K: Parent Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Very satisfied" and "somewhat satisfied" responses are on a five-point scale that also included "satisfied," "somewhat dissatisfied" and "very dissatisfied." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Students with special needs include, for example, those for whom English is a second language or those with disabilities or other academic difficulties.

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

Figure L: Staff Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Strongly agree" and "agree" responses are on a six-point scale that also included "agree a little," "disagree a little," "disagree" and "strongly disagree." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

Figure M: Student Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school students in grades 6-12 administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Excellent job" responses are on a three point scale that also included "satisfactory job" and "poor job."

Ratings from the Fourth Year Charter Review

Source: "Indianapolis Mayor's Office Fourth Year Charter Review" for each Fourth Year School (Charles A. Tindley Accelerated School, KIPP Indianapolis College Preparatory, Indianapolis Metropolitan High School and Southeast Neighborhood School of Excellence), available online. The schools' full reports include detailed explanations of the ratings.

MAYOR-SPONSORED CHARTER SCHOOL LOCATIONS



1 Andrew J. Brown Academy
3600 German Church Rd.
317.891.0730

2 Challenge Foundation Academy
3980 Meadows Dr.
317.803.3182

3 Charles A. Tindley Accelerated School
3960 Meadows Dr.
317.505.1745

4 Christel House Academy
2717 South East St.
317.783.4690

5 Decatur Discovery Academy
5125 Decatur Blvd.
317.856.0900

6 Fall Creek Academy
2540 N. Capitol Ave.
317.536.1026

7 Flanner House Elementary School
2424 Dr. Martin Luther King Jr. St.
317.925.4231

8 Fountain Square Academy
1615 South Barth Ave.
317.536.1028

9 Herron High School
110 E. 16th St.
317.231.0010

10 Hope Academy
8102 Clearvista Pkwy.
317.572.9354

11 Indianapolis Lighthouse Charter School
1780 Sloan Ave.
317.351.1534

12 Indianapolis Metropolitan High School
1635 West Michigan St.
317.524.4638

13 KIPP Indianapolis
College Preparatory
1740 East 30th St.
317.637.9780

14 Lawrence Early College High School for
Science and Technologies
7250 East 75th St.
317.964.8080

15 Monument Lighthouse Charter School
4002 North Franklin Rd.
317.351.2880

16 Southeast Neighborhood School of
Excellence (SENSE)
1601 South Barth Ave.
317.423.0204

ANDREW J. BROWN ACADEMY

INNOVATION IN EDUCATION

Andrew J. Brown Academy's mission is to provide a challenging, back-to-basics program aimed at developing the ability of all students to master fundamental academic skills and, ultimately, to increase academic achievement. The school also strives to build good moral character in its students rooted in strong parental involvement. The school is managed by National Heritage Academies and uses its educational model.

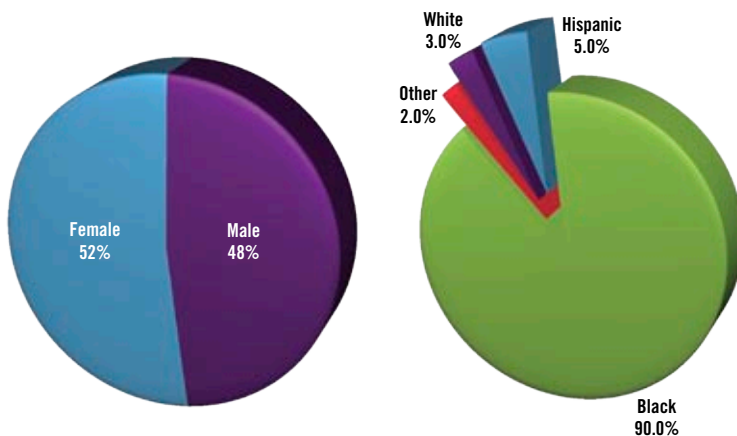
ENROLLMENT AND DEMAND *Figure A*

	2007-2008	At Capacity
Grades served	K-8	K-8
Maximum possible enrollment	678	704
Students enrolled	624	N/A
Students on waiting list	58	N/A

"N/A" denotes "Not Applicable." It is possible for a school that has not reached maximum enrollment to have a waiting list because some grade levels may be fully enrolled with a waiting list, while other grade levels may have openings.

STUDENT COMPOSITION *Figure B*

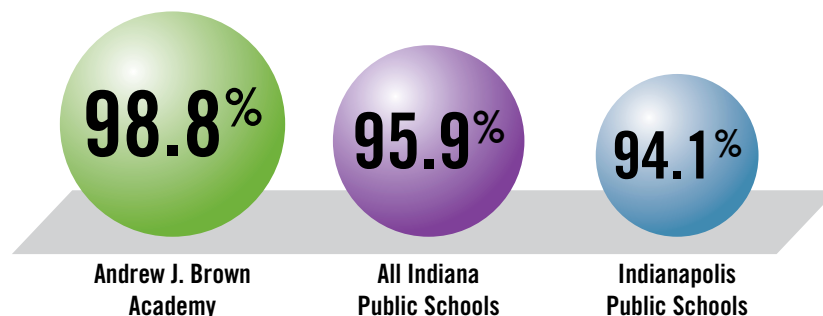
2007-2008 Demographics:



Free/reduced lunch	69.0%
Special education	6.6%
Limited English proficiency	—

Note: The Indiana Department of Education does not release the number of Limited English Proficiency students in a school if that number is less than 10.

2007-2008 ATTENDANCE RATE *Figure C*



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

2007-2008 ADEQUATE YEARLY PROGRESS *Figure D*

As Determined by the Indiana Department of Education

OVERALL DETERMINATION: No	English	Mathematics	Attendance	Participation Rate
All students	Yes	Yes	Yes	Yes
Black	No	Yes		Yes
Free/reduced lunch	No	Yes		Yes

Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.

2007-2008 PUBLIC LAW 221 CATEGORY PLACEMENT *Figure E*

As Determined by the Indiana Department of Education

Category Placement:	Exemplary Progress
The school demonstrated improvement of 5.8 percent in ISTEP+ pass rates and an overall pass rate of 66.5 percent to receive an "Exemplary Progress" placement.	
<i>Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.</i>	

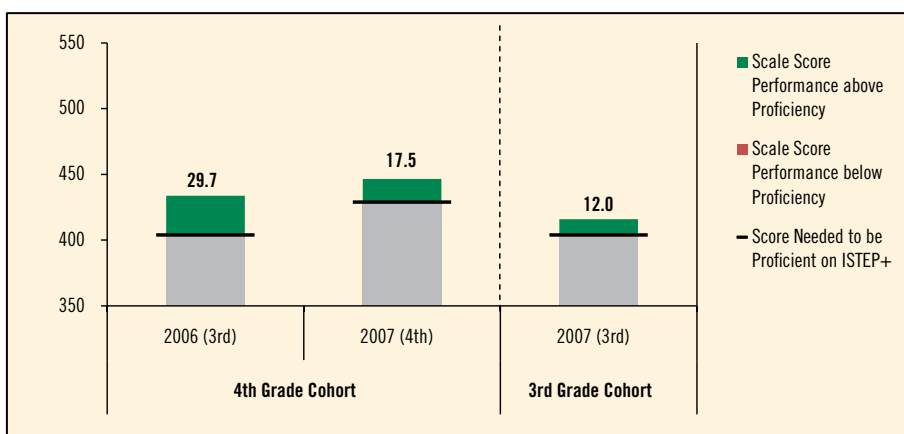
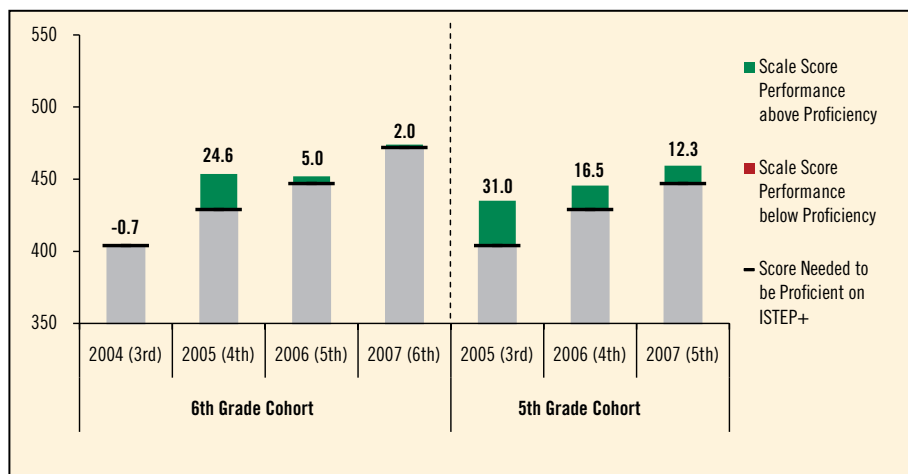
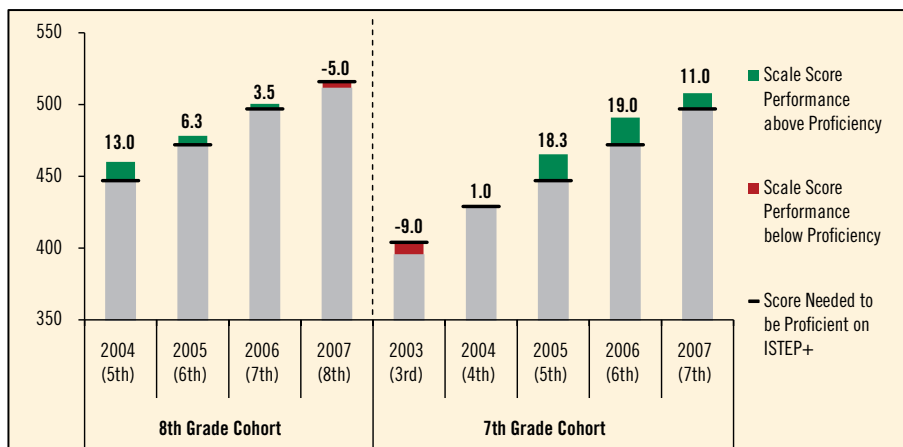
ISTEP+ RESULTS

Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and mathematics. Figure F shows how particular classes at the school have scored on the ISTEP+ over time. The difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+ is an indication of how well students have mastered grade-level material. An improving class would have larger and larger green bars (rising higher above proficiency) or smaller and smaller red bars (approaching proficiency). A declining class would show the opposite: shrinking green bars or growing red bars. These simple comparisons of year-to-year performance are not perfect indicators of how much individual students have improved over time because the group of students taking the test changes somewhat each year. However, these comparisons do provide a general indication of overall student growth within classes.



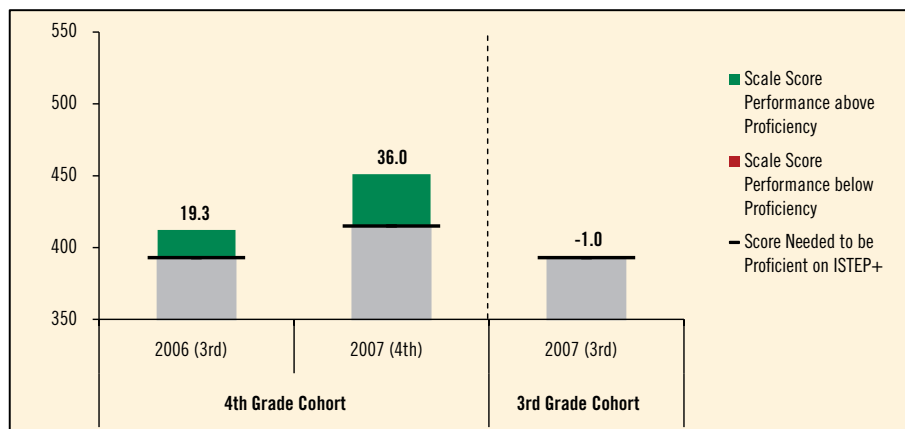
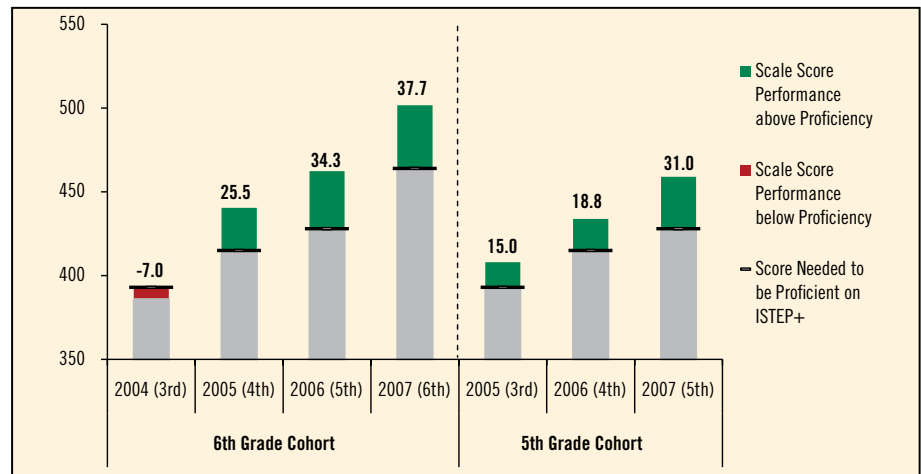
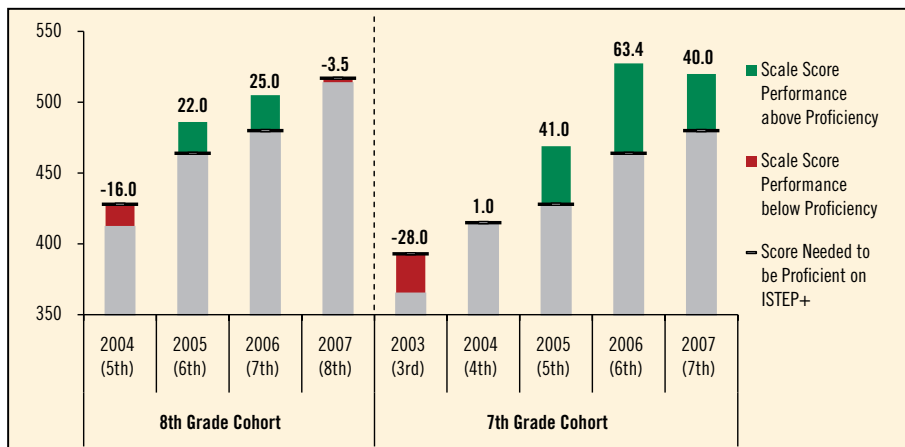
AVERAGE ISTEP+ PERFORMANCE — ENGLISH/LANGUAGE ARTS *Figure F*

Missing years within cohorts indicate that Indiana did not offer a particular subject test in that grade for that year or that no students were in the applicable grade in this school at the time of testing.



How to read these figures: These figures show the difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+. This value is listed above each bar. A green bar indicates that the average student score was above the score needed to be proficient on the ISTEP+. A red bar indicates that the average student score was below the score needed to be proficient on the ISTEP+. For example, in 2003-2004 when the 7th grade cohort was in 3^d grade, students were, on average, 9.0 points below proficiency on the English/language arts portion of ISTEP+. However, the next year, as 4th graders, student performance grew to 1.0 point above proficiency.

AVERAGE ISTEP+ PERFORMANCE — MATHEMATICS *Figure F*



How to read these figures: These figures show the difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+. This value is listed above each bar. A green bar indicates that the average student score was above the score needed to be proficient on the ISTEP+. A red bar indicates that the average student score was below the score needed to be proficient on the ISTEP+. For example, in 2003-2004 when the 7th grade cohort was in 3^d grade, students were, on average, 28.0 points below proficiency on the mathematics portion of ISTEP+. However, the next year, 4th as graders, student performance grew to 1.0 points above proficiency.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2007-2008 school year:

- Did students gain ground, lose ground or stay even compared to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

COMPARATIVE GAINS: HOW MUCH DID ANDREW J. BROWN ACADEMY'S STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at Andrew J. Brown Academy with those of students across Indiana (Figure G) and the United States (Figure H). The figures show where Andrew J. Brown Academy's students gained ground, lost ground or stayed even compared to their peers. Andrew J. Brown Academy's students gained ground compared to their Indiana peers in 17 out of 21 (81 percent) grades and subjects (Figure G). They gained ground compared to their national peers in 16 out of 21 (76 percent) grades and subjects (Figure H).



ACADEMIC PROGRESS

ACADEMIC PROGRESS OF STUDENTS *Figure G*

Andrew J. Brown Academy vs. Indiana Norms (IN), Fall 2007 through Spring 2008

	Andrew J. Brown Academy vs. Indiana Gains		Gained or Lost Ground		
Grade Level/Subject	Student Growth	Indiana Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	11.9	9.2	2.7		
2 nd grade	18.9	14.0	4.9		
3 rd grade	15.7	10.0	5.7		
4 th grade	10.3	9.0	1.3		
5 th grade	8.5	9.0		-0.5	
6 th grade	9.1	7.0	2.1		
7 th grade	6.3	6.0		0.3	
8 th grade	8.4	5.0	3.4		
Reading	10.3	7.0	3.3		
2 nd grade	17.4	13.0	4.4		
3 rd grade	13.9	8.0	5.9		
4 th grade	7.7	7.0		0.7	
5 th grade	7.9	6.0	1.9		
6 th grade	7.9	4.0	3.9		
7 th grade	4.5	3.0	1.5		
8 th grade	7.3	3.0	4.3		
Language Usage	11.1	6.8	4.3		
2 nd grade	19.9	14.0	5.9		
3 rd grade	14.0	8.0	6.0		
4 th grade	9.8	6.0	3.8		
5 th grade	8.5	5.0	3.5		
6 th grade	9.4	4.0	5.4		
7 th grade	3.1	3.0		0.1	
8 th grade	3.6	2.0	1.6		
Total	11.1	7.7	3.4		

How to read this figure: The second row, as an example, under the Grade Level/Subject column is 2nd grade mathematics. The numbers in that row show that 2nd grade students at the school made an average gain of 18.9 points, compared to 14.0 points for the average Indiana student. These students "gained ground" compared to the average Indiana student because their average gains were 4.9 points higher. A rating of "stayed even" means there was no statistically significant difference between Andrew J. Brown Academy's average gains for this grade and subject and the average Indiana gains.

FACT

Andrew J. Brown Academy's students gained ground compared to their Indiana peers in 17 out of 21 (81 percent) grades and subjects.

ACADEMIC PROGRESS OF STUDENTS *Figure H*

Andrew J. Brown Academy vs. National Norms (U.S.), Fall 2007 through Spring 2008

Grade Level/Subject	Andrew J. Brown Academy vs. U.S. Gains		Gained or Lost Ground		
	Student Growth	U.S. Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	11.9	9.4	2.5		
2 nd grade	18.9	14.0	4.9		
3 rd grade	15.7	11.0	4.7		
4 th grade	10.3	9.0	1.3		
5 th grade	8.5	9.0		-0.5	
6 th grade	9.1	7.0	2.1		
7 th grade	6.3	6.0		0.3	
8 th grade	8.4	5.0	3.4		
Reading	10.3	7.0	3.3		
2 nd grade	17.4	13.0	4.4		
3 rd grade	13.9	9.0	4.9		
4 th grade	7.7	7.0		0.7	
5 th grade	7.9	5.0	2.9		
6 th grade	7.9	4.0	3.9		
7 th grade	4.5	3.0	1.5		
8 th grade	7.3	3.0	4.3		
Language Usage	11.1	7.0	4.0		
2 nd grade	19.9	14.0	5.9		
3 rd grade	14.0	9.0	5.0		
4 th grade	9.8	6.0	3.8		
5 th grade	8.5	5.0	3.5		
6 th grade	9.4	4.0	5.4		
7 th grade	3.1	3.0		0.1	
8 th grade	3.6	3.0		0.6	
Total	11.1	7.8	3.3		

How to read this figure: The second row, as an example, under the Grade Level/Subject column is 2nd grade mathematics. The numbers in that row show that 2nd grade students at the school made an average gain of 18.9 points, compared to 14.0 points for the average U.S. student. These students “gained ground” compared to the average U.S. student because their average gains were 4.9 points higher. A rating of “stayed even” means there was no statistically significant difference between Andrew J. Brown Academy’s average gains for this grade and subject and the average U.S. gains.

FACT

Andrew J. Brown Academy’s gained ground compared to their national peers in 16 out of 21 (76 percent) grades and subjects.

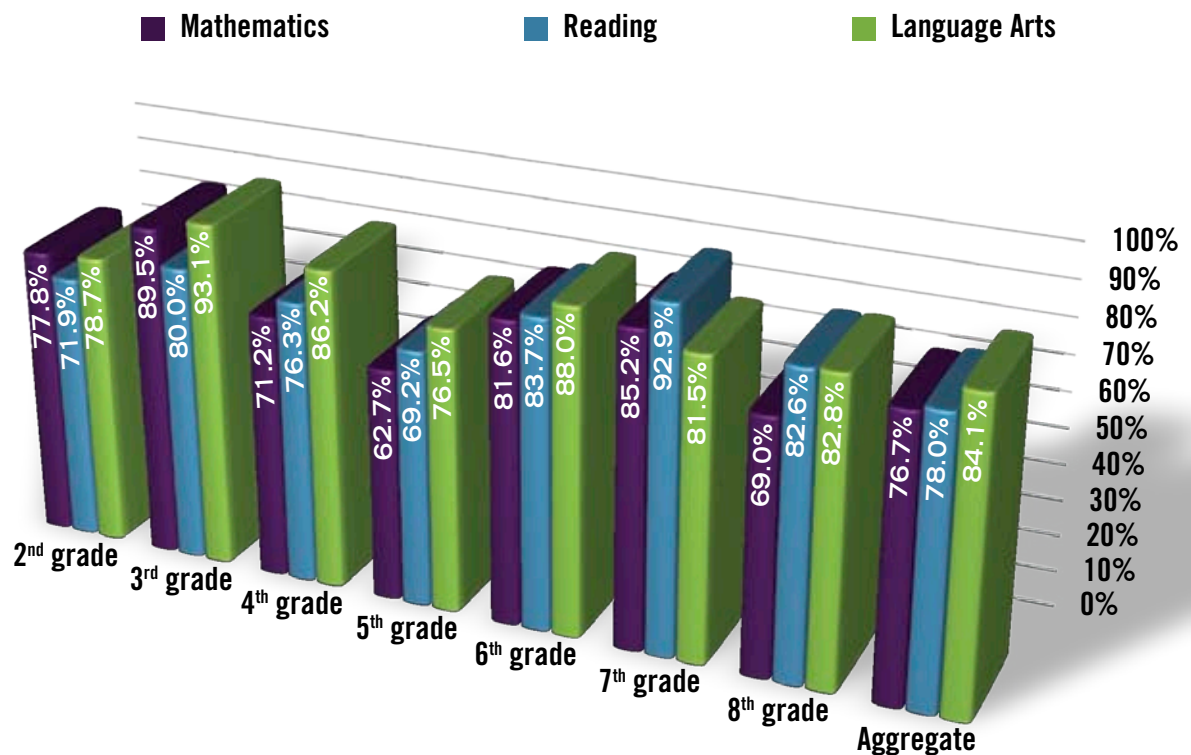
SUFFICIENT GAINS

SUFFICIENT GAINS: WHAT PROPORTION OF STUDENTS ARE ON TRACK TO REACH PROFICIENCY?

NWEA determined the target amount of growth each student needed to achieve between fall 2007 and spring 2008 in order to be on track to become proficient within two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains. NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and Figure I displays the results.

STUDENTS ACHIEVING SUFFICIENT GAINS *Figure I*

To Become Proficient within Two Years



How to read this figure: For example, 2nd grade mathematics shows 77.8 percent. This means that at their current rate of progress, 77.8 percent of 2nd graders enrolled in Andrew J. Brown Academy during the 2007-2008 school year made gains large enough that they would be expected to reach proficiency in mathematics in the spring of their 4th grade year and, therefore, pass the ISTEP+ the following fall.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY *Figure J*

Findings from Expert Site Visit Teams, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by Mayor's Office

	Findings
Fiscal Health	The school is in sound fiscal health, due in part to the financial management and support of its education management organization, National Heritage Academies. The school's financial systems were managed satisfactorily in 2007-2008, with no significant problems.
Board Governance	The board remains small at five members, but offers a diverse range of expertise and experience. It is actively involved in many school operations and interacts effectively with the school's leadership and National Heritage Academies. Given some turnover in board membership this year, the board may wish to increase its size to ensure governance consistency.
Leadership	School leadership continues to maintain a school culture characterized by high expectations and a focus on student achievement. Leadership has made a number of policy and practice changes in 2007-2008 to address deficiencies in teacher selection and retention.



PARENT AND STAFF SURVEY RESULTS

PARENT EVALUATION *Figure K*

Quality of education “very good” or “excellent”	69%
Satisfied with...	
Individualized student attention	84%
Curriculum/academic program	89%
Class size	83%
Quality of teaching/instruction	90%
Opportunities for parent participation	86%
School administration	83%
Faculty/teachers	87%
Services provided to students with special needs	36%
Likely to...	
Recommend school to friends or colleagues	67%
Return to school	66%
Overall satisfaction	86%

STAFF EVALUATION *Figure L*

Quality of education “very good” or “excellent”	78%
School improvement efforts are...	
Focused on student learning	81%
Based on research evidence	81%
Principal at this school...	
Tracks student progress	88%
Works directly with teachers	71%
Makes clear the expectations	78%
Communicates a clear vision	84%
Likely to...	
Return to school	75%
Overall satisfaction	88%

The majority of teachers said they felt supported and worked well with their teacher colleagues.

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Andrew J. Brown Academy satisfied its obligations in 2007-2008 for compliance with laws and regulations in providing access to students across Indianapolis. The Mayor's Office's internal systems did not indicate any significant concerns related to these obligations. The school's education management organization, National Heritage Academies, was responsible for executing compliance related activities and did so in a timely manner. The school received notification of non-compliance on compliance Indicator 11 from the IDOE's Division of Exceptional Learners (DEL); this indicator refers to students receiving an evaluation within 60 days of identification. The school has one year to correct the noncompliance issue and will be monitored by DEL in accordance with its Continuous Improvement and Focused Monitoring System.

EXPERT SITE VISIT TEAM'S KEY COMMENTS *Figure N*

Key Commendations	<ul style="list-style-type: none"> • In response to deficiencies noted in the fourth year evaluation, the school made policy and procedure changes to more effectively support the success of the teaching staff, including making the teacher evaluation process explicit and consistent and developing and empowering a teacher leadership team. The teacher leadership team developed and implemented a school-wide discipline process at the classroom level and helped in developing a structure for grade-level team meetings.
	<ul style="list-style-type: none"> • The majority of teachers said they felt supported and worked well with their teacher colleagues.
	<ul style="list-style-type: none"> • Teachers and staff report that the summer three-day staff orientation is helpful in orienting new staff to the school.
Key Areas for Attention	<ul style="list-style-type: none"> • The school needs to ensure adequate training and orientation for teachers who are hired after the school's summer orientation program, mentor and support new teachers and evaluate the policy and practice changes that address problems in teacher selection and retention.
	<ul style="list-style-type: none"> • The school should address concerns noted by teachers specific to the school's policy and practices around teacher leave time, teacher bonus criteria and allocation and transparency in communication between teachers and administrators.
	<ul style="list-style-type: none"> • Teachers expressed support for the teacher-developed school-wide discipline approach at the classroom level, but also noted problems with consistency and follow through at the administrative office level.

ANDREW J. BROWN ACADEMY FIGURE NOTES

The information below provides source references and additional information for all figures appearing in the main report and each school's report.

Figure A: 2007-2008 Enrollment and Demand

Source for student enrollment: The Indiana Department of Education (IDOE) website, based on schools' Pupil Enrollment Count reported every fall.

Source for maximum possible enrollment: Each school's charter, on file with the Mayor's Office.

Source for number of students on waiting lists: Schools' self-report of data as of August 1, 2008.

Note: A school may elect to maintain a smaller overall enrollment than that allowed by its charter with the Mayor's Office.

Figure B: Student Composition

Source for race/ethnicity and free/reduced lunch data: Indiana Department of Education (IDOE) website.

Source for Special Education: IDOE website, Special Education count reported December 1, 2007.

Source for Limited English Proficiency: IDOE Division of Language Minority and Migrant Programs, count reported in March 2008.

Figure C: 2007-2008 Attendance Rate

Source: Indiana Department of Education website, preliminary figures.

Figure D: 2007-2008 Adequate Yearly Progress

Source: Indiana Department of Education (IDOE).

Note: AYP determinations are required by the federal No Child Left Behind Act. If a school enrolled fewer than 30 students in a particular subgroup for a full year prior to testing, the IDOE does not issue an AYP determination for that subgroup's performance. If a school enrolled fewer than 40 students in a particular subgroup at the time of testing, the IDOE does not issue an AYP determination for that subgroup's participation. None of the Mayor-sponsored charter schools had the necessary number of qualifying students in the American Native and Asian subgroups.

Figure E: 2007-2008 Public Law 221 Category Placement

Source: Indiana Department of Education (IDOE).

Note: Public Law 221 category placements are required annually by Indiana law. A school is placed into one of five categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch and Academic Probation – based on a combination of the school's improvement in achievement on the ISTEP+ and the school's overall ISTEP+ pass rate. In addition, regardless of its performance on the ISTEP+, a school that does not make AYP for two consecutive years in the same content area or subgroup cannot receive a category placement higher than Academic Progress. For purposes of Public Law 221, the IDOE considers the results of the English and math portions of the ISTEP+, but not the science portion. To determine improvement, the IDOE uses the greater of (a) the school's change in ISTEP+ pass rates over the most recent year or (b) the school's average change in ISTEP+ pass rates over the past three years. Only students who attended the school for at least 126 days during the 2006-2007 school year and took the fall 2007 ISTEP+ at that same school are included in one-year gain calculations for the 2007-2008 category placements. The IDOE calculated a school's "overall" pass rate using the ISTEP+ results of all students who attended the school on May 1, 2007, regardless of which school the students attended when they took the fall 2007 ISTEP+.

Figure F: Average ISTEP+ Performance

Source: The IDOE.

Figure G: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. Indiana Norms (IN), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure H: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. National Norms (U.S.), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure I: Students Achieving Sufficient Gains To Become Proficient Within Two Years

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association (NWEA), 2008.

Note: For 7th and 8th grade students, "sufficient gains" means sufficient to pass proficiency on the ISTEP+ in the fall of 9th grade. To determine what score is proficient, NWEA conducted a study in 2003 that found a high correlation between student scores on the Measures of Academic Progress (MAP) test and the ISTEP+, allowing NWEA to pinpoint a MAP score that equates with a passing score on the ISTEP+ in each grade and subject. As NWEA has not calculated these cut scores for grades 10 through 12, NWEA was unable to calculate sufficient gains for 9th through 12th grades.

Figure K: Parent Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Very satisfied" and "somewhat satisfied" responses are on a five-point scale that also included "satisfied," "somewhat dissatisfied" and "very dissatisfied." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Students with special needs include, for example, those for whom English is a second language or those with disabilities or other academic difficulties.

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

Figure L: Staff Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Strongly agree" and "agree" responses are on a six-point scale that also included "agree a little," "disagree a little," "disagree" and "strongly disagree." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

CHALLENGE FOUNDATION ACADEMY

INNOVATION IN EDUCATION

The Challenge Foundation Academy's mission is to offer a first class education to every child. The school embraces scientifically-based instructional models, enhanced curriculum design, state-of-the-art technology and high academic standards built on a foundation of high moral and ethical character.

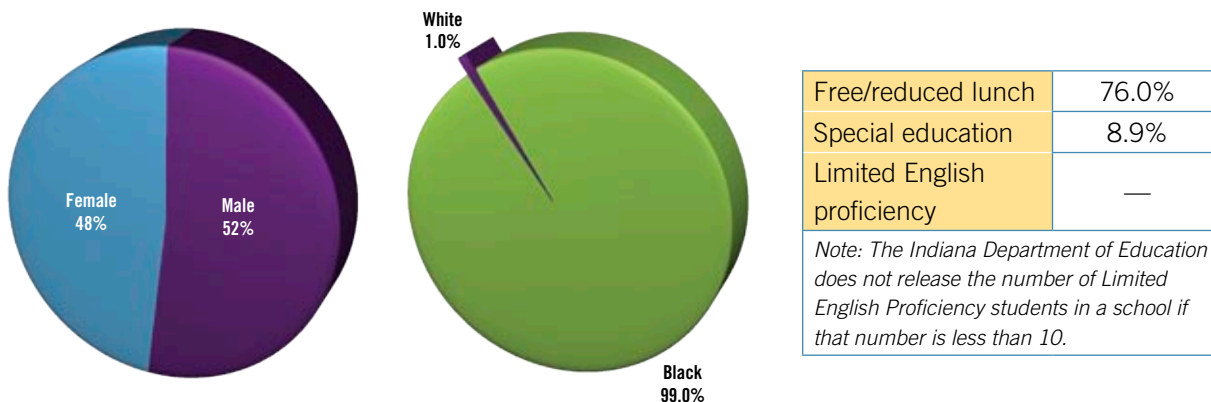
ENROLLMENT AND DEMAND *Figure A*

	2007-2008	At Capacity
Grades served	K-5	K-5
Maximum possible enrollment	355	468
Students enrolled	338	N/A
Students on waiting list	88	N/A

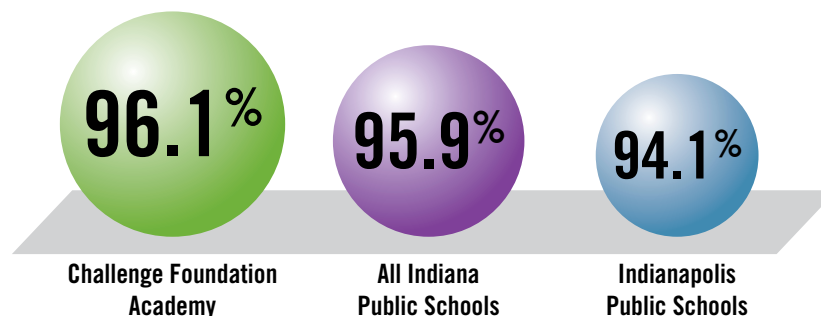
"N/A" denotes "Not Applicable." It is possible for a school that has not reached maximum enrollment to have a waiting list because some grade levels may be fully enrolled with a waiting list, while other grade levels may have openings.

STUDENT COMPOSITION *Figure B*

2007-2008 Demographics:



2007-2008 ATTENDANCE RATE *Figure C*



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

2007-2008 ADEQUATE YEARLY PROGRESS *Figure D*

As Determined by the Indiana Department of Education

OVERALL DETERMINATION: No	English	Mathematics	Attendance	Participation Rate
All students	No	Yes	Yes	Yes
Black	No	Yes		Yes
Free/reduced lunch	Yes	Yes		Yes

Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.

2007-2008 PUBLIC LAW 221 CATEGORY PLACEMENT *Figure E*

As Determined by the Indiana Department of Education

Category Placement:	Exemplary Progress
The school demonstrated improvement of 7.2 percent in ISTEP+ pass rates and an overall pass rate of 46.6 percent to receive an "Exemplary Progress" placement.	
<i>Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.</i>	

ISTEP+ RESULTS

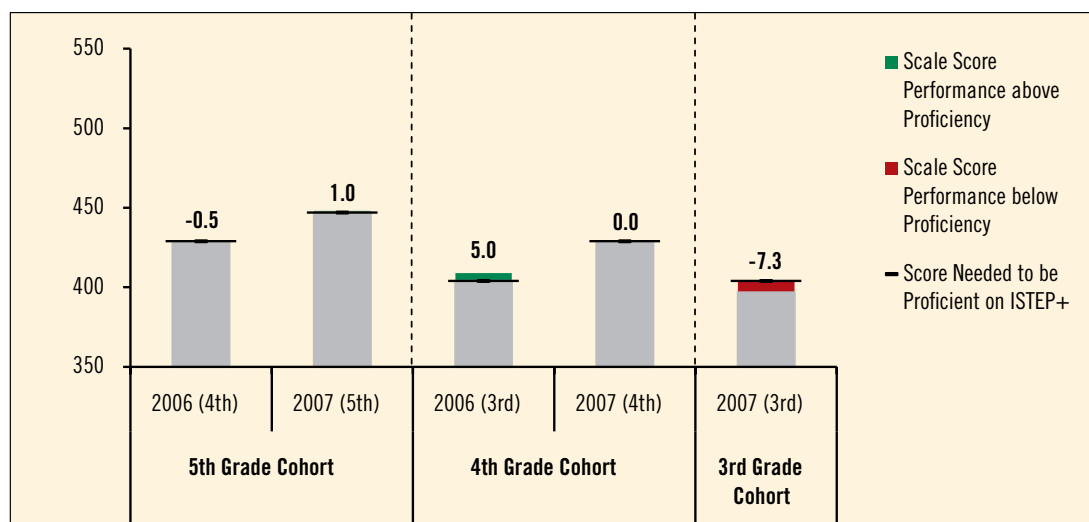
Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and mathematics. Figure F shows how particular classes at the school have scored on the ISTEP+ over time. The difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+ is an indication of how well students have mastered grade-level material. An improving class would have larger and larger green bars (rising higher above proficiency) or smaller and smaller red bars (approaching proficiency). A declining class would show the opposite: shrinking green bars or growing red bars. These simple comparisons of year-to-year performance are not perfect indicators of how much individual students have improved over time because the group of students taking the test changes somewhat each year. However, these comparisons do provide a general indication of overall student growth within classes.



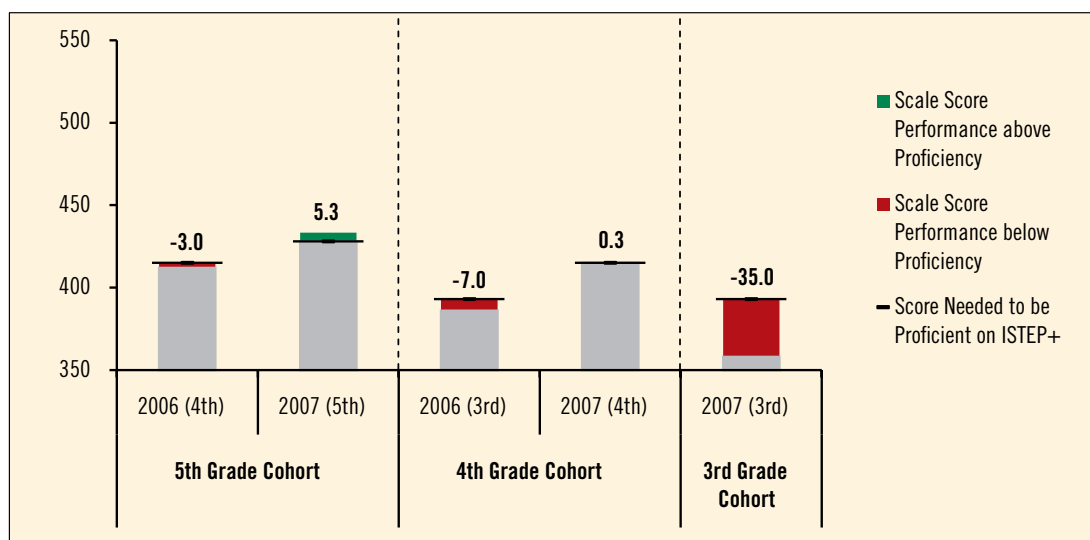
AVERAGE ISTEP+ PERFORMANCE *Figure F*

Missing years within cohorts indicate that Indiana did not offer a particular subject test in that grade for that year or that no students were in the applicable grade in this school at the time of testing.

English/Language Arts



Mathematics



How to read these figures: These figures show the difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+. This value is listed above each bar. A green bar indicates that the average student score was above the score needed to be proficient on the ISTEP+. A red bar indicates that the average student score was below the score needed to be proficient on the ISTEP+. For example, in 2006-2007 when the 5th grade cohort was in 4th grade, students were, on average, 0.5 points below proficiency on the English/language arts portion of ISTEP+. However, the next year, as 5th graders, student performance grew to 1.0 point above proficiency.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2007-2008 school year:

- Did students gain ground, lose ground or stay even compared to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

COMPARATIVE GAINS: HOW MUCH DID CHALLENGE FOUNDATION ACADEMY'S STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at Challenge Foundation Academy with those of students across Indiana (Figure G) and the United States (Figure H). The figures show where Challenge Foundation Academy's students gained ground, lost ground or stayed even compared to their peers. Challenge Foundation Academy's students gained ground compared to their Indiana peers in 10 out of 12 (83 percent) grades and subjects (Figure G). They gained ground compared to their national peers in 10 out of 12 (83 percent) grades and subjects (Figure H).



ACADEMIC PROGRESS

ACADEMIC PROGRESS OF STUDENTS *Figure G*

Challenge Foundation Academy vs. Indiana Norms (IN), Fall 2007 through Spring 2008

Grade Level/Subject	Challenge Foundation Academy vs. Indiana Gains		Gained or Lost Ground		
	Student Growth	Indiana Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	13.9	10.6	3.3		
2 nd grade	16.6	14.0	2.6		
3 rd grade	13.6	10.0	3.6		
4 th grade	14.3	9.0	5.3		
5 th grade	10.6	9.0	1.6		
Reading	10.4	8.7	1.7		
2 nd grade	16.3	13.0	3.3		
3 rd grade	9.5	8.0	1.5		
4 th grade	8.4	7.0	1.4		
5 th grade	6.6	6.0		0.6	
Language Usage	11.7	8.5	3.2		
2 nd grade	16.5	14.0	2.5		
3 rd grade	15.8	8.0	7.8		
4 th grade	8.8	6.0	2.8		
5 th grade	4.4	5.0		-0.6	
Total	12.0	9.2	2.8		

How to read this figure: The second row, as an example, under the Grade Level/Subject column is 2nd grade mathematics. The numbers in that row show that 2nd grade students at the school made an average gain of 16.6 points, compared to 14.0 points for the average Indiana student. These students “gained ground” compared to the average Indiana student because their average gains were 2.6 points higher. A rating of “stayed even” means there was no statistically significant difference between Challenge Foundation Academy’s average gains for this grade level and subject and the average Indiana gains.

FACT

Challenge Foundation Academy’s students gained ground compared to their Indiana peers in 10 out of 12 (83 percent) grades and subjects.

ACADEMIC PROGRESS OF STUDENTS *Figure H*

Challenge Foundation Academy vs. National Norms (U.S.), Fall 2007 through Spring 2008

Grade Level/Subject	Challenge Foundation Academy vs. U.S. Gains		Gained or Lost Ground		
	Student Growth	U.S. Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	13.9	10.9	3.0		
2 nd grade	16.6	14.0	2.6		
3 rd grade	13.6	11.0	2.6		
4 th grade	14.3	9.0	5.3		
5 th grade	10.6	9.0	1.6		
Reading	10.4	8.7	1.7		
2 nd grade	16.3	13.0	3.3		
3 rd grade	9.5	9.0		0.5	
4 th grade	8.4	7.0	1.4		
5 th grade	6.6	5.0	1.6		
Language Usage	11.7	8.7	3.0		
2 nd grade	16.5	14.0	2.5		
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4 th grade	8.8	6.0	2.8		
5 th grade	4.4	5.0		-0.6	
Total	12.0	9.4	2.6		

How to read this figure: The second row, as an example, under the Grade Level/Subject column is 2nd grade mathematics. The numbers in that row show that 2nd grade students at the school made an average gain of 16.6 points, compared to 14.0 points for the average U.S. student. These students "gained ground" compared to the average U.S. student because their average gains were 2.6 points higher. A rating of "stayed even" means there was no statistically significant difference between Challenge Foundation Academy's average gains for this grade and subject and the average U.S. gains.

FACT

Challenge Foundation Academy's gained ground compared to their national peers in 10 out of 12 (83 percent) grades and subjects.

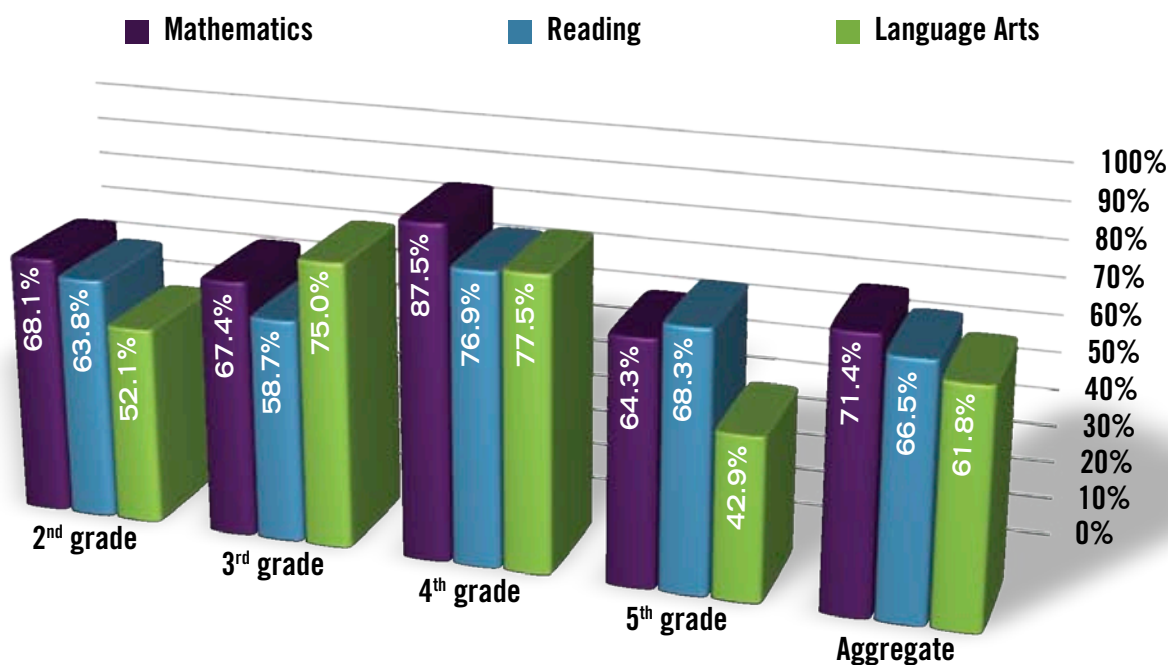
SUFFICIENT GAINS

SUFFICIENT GAINS: WHAT PROPORTION OF STUDENTS ARE ON TRACK TO REACH PROFICIENCY?

NWEA determined the target amount of growth each student needed to achieve between fall 2007 and spring 2008 in order to be on track to become proficient within two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains. NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and Figure I displays the results.

STUDENTS ACHIEVING SUFFICIENT GAINS *Figure I*

To Become Proficient within Two Years



How to read this figure: For example, 2nd grade mathematics shows 68.1 percent. This means that at their current rate of progress, 68.1 percent of 2nd graders enrolled in this school during the 2007-2008 school year made gains large enough that they would be expected to reach proficiency in mathematics in the spring of their 4th grade year and, therefore, pass the ISTEP+ the following fall.

QUESTION 2:

IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY *Figure J*

Findings from Expert Site Visit Teams, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by Mayor's Office

	Findings
Fiscal Health	The school finished 2007-2008 in strong fiscal health. During the 2007-2008 school year, the Indiana State Board of Accounts (SBOA) examined the school's finances for the time period from July 1, 2005 to June 30, 2007. The examination outlined some findings related to the school's financial accounting practices, including management of the school lunch fund, credit card purchases and employee compensation. The school's official response suggests that the school has adopted policies and procedures to rectify these findings.
Board Governance	The board engages in active dialogue, discussing multiple operational details. The board is highly engaged and committed to academic excellence and student performance, closely monitoring curriculum, quality of instruction, assessment and student well-being. Board members offer a diverse range of expertise and background and work very effectively with school leadership.
Leadership	The school's interim director in 2007-2008 implemented a number of organizational and operational systems and structures that have brought stability and organization to day-to-day school systems and has enhanced the school's focus on student achievement. The interim director worked closely with the board to strengthen instructional practice, staff and student retention, and to implement programs designed to enhance student and family well-being.



PARENT AND STAFF SURVEY RESULTS

PARENT EVALUATION *Figure K*

Quality of education “very good” or “excellent”	73%
Satisfied with...	
Individualized student attention	86%
Curriculum/academic program	88%
Class size	86%
Quality of teaching/instruction	85%
Opportunities for parent participation	82%
School administration	77%
Faculty/teachers	88%
Services provided to students with special needs	37%
Likely to...	
Recommend school to friends or colleagues	76%
Return to school	75%
Overall satisfaction	88%

STAFF EVALUATION *Figure L*

Quality of education “very good” or “excellent”	88%
School improvement efforts are...	
Focused on student learning	92%
Based on research evidence	84%
Principal at this school...	
Tracks student progress	96%
Works directly with teachers	91%
Makes clear the expectations	92%
Communicates a clear vision	96%
Likely to...	
Return to school	80%
Overall satisfaction	96%

Parents reported significant improvements in school culture and noted a “calm atmosphere with an emphasis on students.”

QUESTION 3:

IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Challenge Foundation Academy satisfied its obligations in 2007-2008 for compliance with laws and regulations in providing access to students across Indianapolis. The school improved its systems in order to ensure that the appropriate level of special education services were present and effectively delivered for students with special needs. The school also met its compliance and reporting obligations to the Mayor's Office and the Indiana Department of Education (IDOE), submitting all required reports in a timely manner. The school received notification of noncompliance on compliance Indicator 11 from the IDOE's Division of Exceptional Learners (DEL); this indicator refers to students' receiving an evaluation within 60 days of identification. The school has one year to correct the noncompliance issue and will be monitored by DEL in accordance with its Continuous Improvement and Focused Monitoring System.

For schools in their second year of operation, the Mayor's Office retains a team of experts to review the school's special education files. With a few exceptions, special education files were found to be in good order with all the necessary components present. The review indicated parent presence at all case conferences, demonstrating that Challenge Foundation Academy has made efforts to ensure parent attendance and participation. All files were found to be in compliance, and the team found consistent organization of the information and Individualized Education Plans.



QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

EXPERT SITE VISIT TEAM'S KEY COMMENTS *Figure N*

<p style="text-align: center;">Key Commendations</p>	<ul style="list-style-type: none"> • Parents reported significant improvements in school culture and noted a “calm atmosphere with an emphasis on students.” Parents also said the school “is all about learning,” and children already “talk all the time about college.” • There is strong support for holistically meeting the needs of students as evidenced by having a full-time guidance counselor and a strong partnership with a local mental health and social services agency. • As a result of strong organizational and academic leadership, the school has increased its enrollment to the point of having more demand than available spots and has retained a high number of staff compared to previous years. • The school has benefited from well-designed and implemented structures, including dedicated time in the school schedule for teacher professional development.
<p style="text-align: center;">Key Areas for Attention</p>	<ul style="list-style-type: none"> • The school will have a new school leader and board chair in the 2008-2009 school year. It must ensure that the progress made this year is maintained and extended and must ensure that its new school leader is sufficiently supported. • Site team members noted variability across classrooms related to level of instruction and rigor, effectiveness of discipline and use of strategies for delivering and monitoring student learning that the school should address. • The school should stabilize its administrative team. • Many teachers at the school are new to the profession. The school needs to ensure appropriate professional development to promote continued growth and skill development. • Site team members found variability of parent notification of case conferencing in the special education files. Staff might consider how timely notification can be given to all parents and documented in the school files.

CHALLENGE FOUNDATION ACADEMY FIGURE NOTES

The information below provides source references and additional information for all figures appearing in the main report and each school's report.

Figure A: 2007-2008 Enrollment and Demand

Source for student enrollment: The Indiana Department of Education (IDOE) website, based on schools' Pupil Enrollment Count reported every fall.

Source for maximum possible enrollment: Each school's charter, on file with the Mayor's Office.

Source for number of students on waiting lists: Schools' self-report of data as of August 1, 2008.

Note: A school may elect to maintain a smaller overall enrollment than that allowed by its charter with the Mayor's Office.

Figure B: Student Composition

Source for race/ethnicity and free/reduced lunch data: Indiana Department of Education (IDOE) website.

Source for Special Education: IDOE website, Special Education count reported December 1, 2007.

Source for Limited English Proficiency: IDOE Division of Language Minority and Migrant Programs, count reported in March 2008.

Figure C: 2007-2008 Attendance Rate

Source: Indiana Department of Education website, preliminary figures.

Figure D: 2007-2008 Adequate Yearly Progress

Source: Indiana Department of Education (IDOE).

Note: AYP determinations are required by the federal No Child Left Behind Act. If a school enrolled fewer than 30 students in a particular subgroup for a full year prior to testing, the IDOE does not issue an AYP determination for that subgroup's performance. If a school enrolled fewer than 40 students in a particular subgroup at the time of testing, the IDOE does not issue an AYP determination for that subgroup's participation. None of the Mayor-sponsored charter schools had the necessary number of qualifying students in American Native and Asian subgroups.

Figure E: 2007-2008 Public Law 221 Category Placement

Source: Indiana Department of Education (IDOE).

Note: Public Law 221 category placements are required annually by Indiana law. A school is placed into one of five categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch and Academic Probation – based on a combination of the school's improvement in achievement on the ISTEP+ and the school's overall ISTEP+ pass rate. In addition, regardless of its performance on the ISTEP+, a school that does not make AYP for two consecutive years in the same content area or subgroup cannot receive a category placement higher than Academic Progress. For purposes of Public Law 221, the IDOE considers the results of the English and math portions of the ISTEP+, but not the science portion. To determine improvement, the IDOE uses the greater of (a) the school's change in ISTEP+ pass rates over the most recent year or (b) the school's average change in ISTEP+ pass rates over the past three years. Only students who attended the school for at least 126 days during the 2006-2007 school year and took the fall 2007 ISTEP+ at that same school are included in one-year gain calculations for the 2007-2008 category placements. The IDOE calculated a school's "overall" pass rate using the ISTEP+ results of all students who attended the school on May 1, 2007, regardless of which school the students attended when they took the fall 2007 ISTEP+.

Figure F: Average ISTEP+ Performance

Source: The IDOE.

Figure G: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. Indiana Norms (IN), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure H: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. National Norms (U.S.), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure I: Students Achieving Sufficient Gains To Become Proficient Within Two Years

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association (NWEA), 2008.

Note: For 7th and 8th grade students, "sufficient gains" means sufficient to pass proficiency on the ISTEP+ in the fall of 9th grade. To determine what score is proficient, NWEA conducted a study in 2003 that found a high correlation between student scores on the Measures of Academic Progress (MAP) test and the ISTEP+, allowing NWEA to pinpoint a MAP score that equates with a passing score on the ISTEP+ in each grade and subject. As NWEA has not calculated these cut scores for grades 10 through 12, NWEA was unable to calculate sufficient gains for 9th through 12th grades.

Figure K: Parent Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Very satisfied" and "somewhat satisfied" responses are on a five-point scale that also included "satisfied," "somewhat dissatisfied" and "very dissatisfied." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Students with special needs include, for example, those for whom English is a second language or those with disabilities or other academic difficulties.

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

Figure L: Staff Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Strongly agree" and "agree" responses are on a six-point scale that also included "agree a little," "disagree a little," "disagree" and "strongly disagree." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

CHARLES A. TINDLEY ACCELERATED SCHOOL

INNOVATION IN EDUCATION

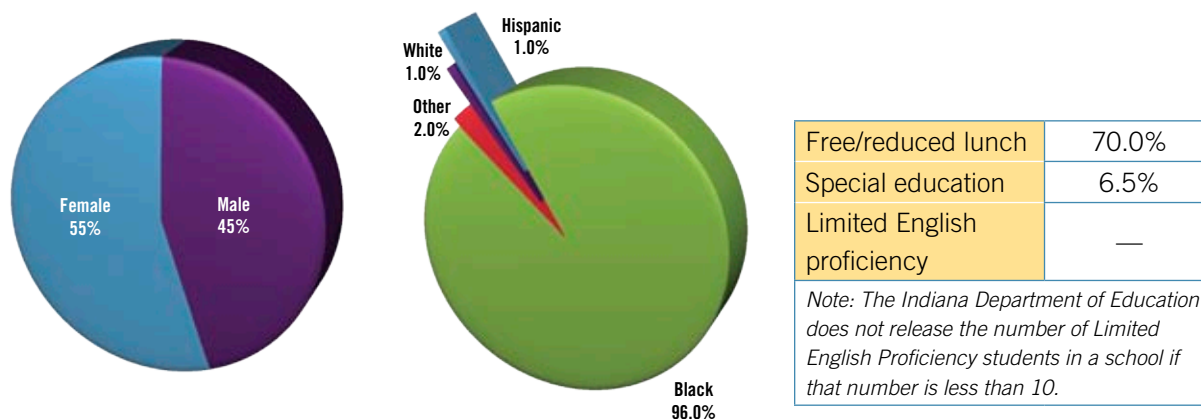
Charles A. Tindley Accelerated School's mission is to empower students – regardless of their past academic performance – to become successful students who graduate with the capacity for college and career opportunities. The school's accelerated learning program is designed to intellectually engage, inspire and spur academic achievement through a college preparatory curriculum.

ENROLLMENT AND DEMAND *Figure A*

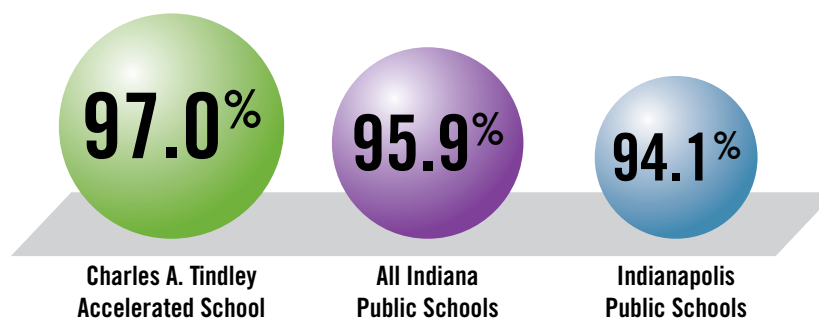
	2007-2008	At Capacity
Grades served	6-12	6-12
Maximum possible enrollment	400	400
Students enrolled	325	N/A
Students on waiting list	0	N/A
"N/A" denotes "Not Applicable."		

STUDENT COMPOSITION *Figure B*

2007-2008 Demographics:



2007-2008 ATTENDANCE RATE *Figure C*



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

2007-2008 ADEQUATE YEARLY PROGRESS *Figure D*

As Determined by the Indiana Department of Education

OVERALL DETERMINATION: Yes	English	Mathematics	Attendance	Participation Rate
All students	Yes	Yes	Yes	Yes
Black	Yes	Yes		Yes
Free/reduced lunch	Yes	Yes		Yes

Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.

2007-2008 PUBLIC LAW 221 CATEGORY PLACEMENT *Figure E*

As Determined by the Indiana Department of Education

Category Placement:	Exemplary Progress
The school demonstrated improvement of 5.4 percent in ISTEP+ pass rates and an overall pass rate of 81.2 percent to receive an "Exemplary Progress" placement.	
<i>Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.</i>	

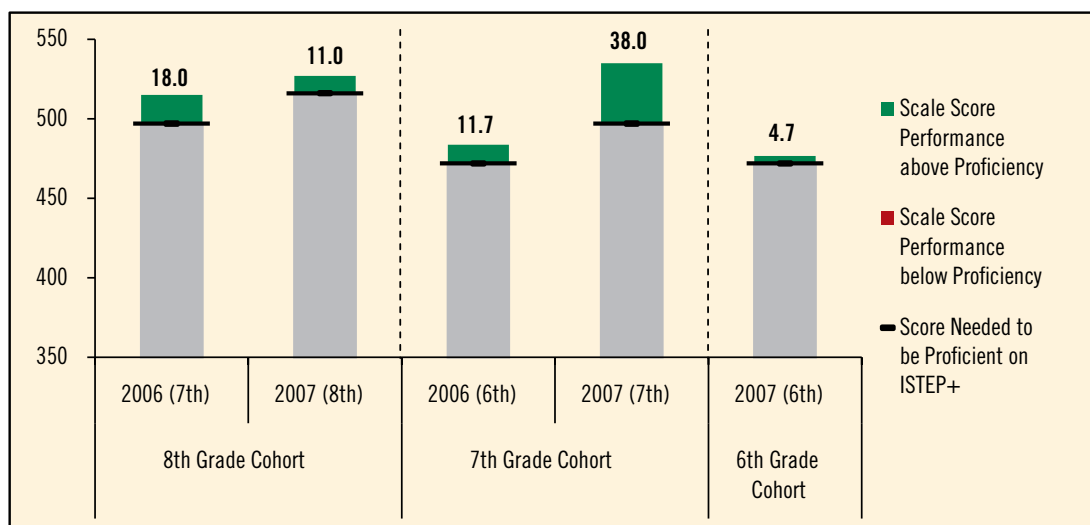
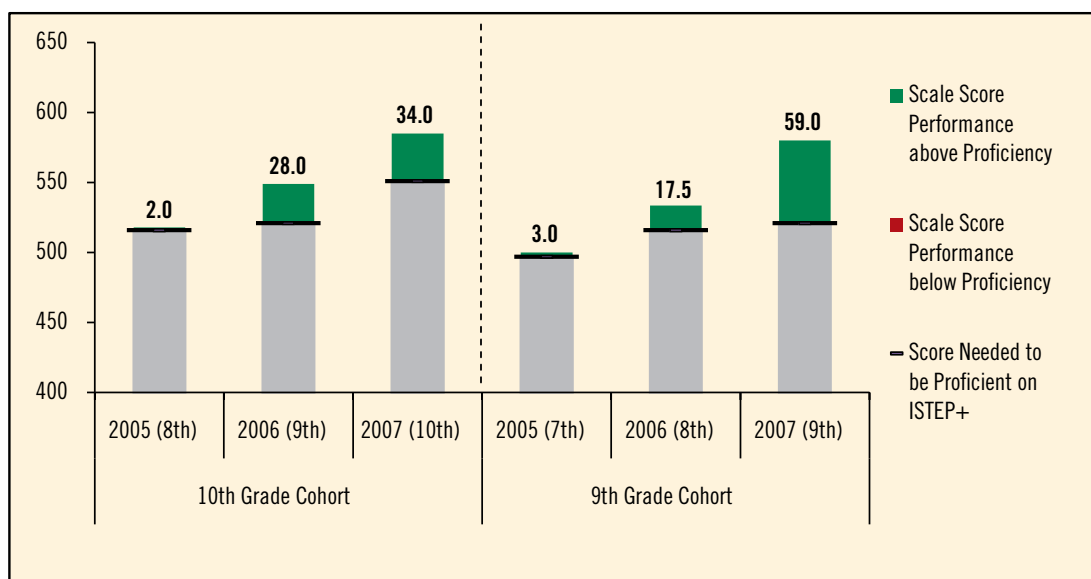
ISTEP+ RESULTS

Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and mathematics. Figure F shows how particular classes at the school have scored on the ISTEP+ over time. The difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+ is an indication of how well students have mastered grade-level material. An improving class would have larger and larger green bars (rising higher above proficiency) or smaller and smaller red bars (approaching proficiency). A declining class would show the opposite: shrinking green bars or growing red bars. These simple comparisons of year-to-year performance are not perfect indicators of how much individual students have improved over time because the group of students taking the test changes somewhat each year. However, these comparisons do provide a general indication of overall student growth within classes.



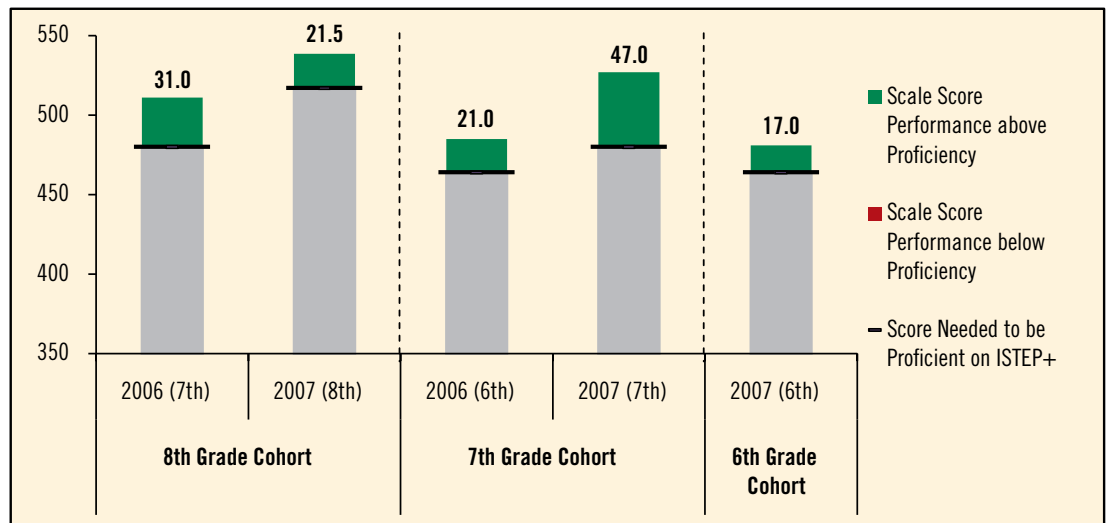
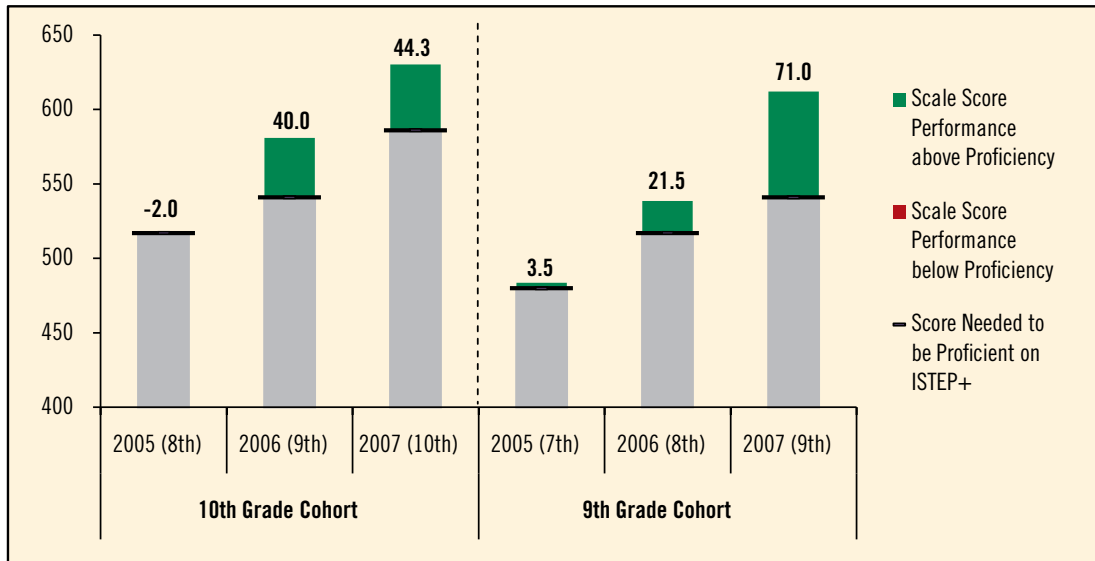
AVERAGE ISTEP+ PERFORMANCE – ENGLISH/LANGUAGE ARTS *Figure F*

Missing years within cohorts indicate that Indiana did not offer a particular subject test in that grade for that year or that no students were in the applicable grade in this school at the time of testing.



How to read these figures: These figures show the difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+. This value is listed above each bar. A green bar indicates that the average student score was above the score needed to be proficient on the ISTEP+. A red bar indicates that the average student score was below the score needed to be proficient on the ISTEP+. For example, in 2005-2006 when the 9th grade cohort was in 7th grade, students were, on average, 3.0 points above proficiency on the English/language arts portion of ISTEP+. However, the next year as 8th graders, student performance grew to 17.5 points above proficiency.

AVERAGE ISTEP+ PERFORMANCE — MATHEMATICS *Figure F*



How to read these figures: These figures show the difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+. This value is listed above each bar. A green bar indicates that the average student score was above the score needed to be proficient on the ISTEP+. A red bar indicates that the average student score was below the score needed to be proficient on the ISTEP+. For example, in 2005-2006 when the 9th grade cohort was in 7th grade, students were, on average, 3.5 points above proficiency on the mathematics portion of ISTEP+. However, the next year, as 8th graders, student performance grew to 21.5 points above proficiency.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2007-2008 school year:

- Did students gain ground, lose ground or stay even compared to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

Because NWEA does not publish proficiency levels for high school grades, it could not determine what proportion of students in this school made sufficient progress to reach proficiency over time at the high school level. As a result, Figure I only includes data for the school's middle school students.

COMPARATIVE GAINS: HOW MUCH DID CHARLES A. TINDLEY ACCELERATED SCHOOL'S STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at Charles A. Tindley Accelerated School with those of students across Indiana (Figure G) and the United States (Figure H). The figures show where Charles A. Tindley Accelerated School's students gained ground, lost ground or stayed even compared to their peers. Charles A. Tindley Accelerated School's students gained ground compared to their Indiana peers in 7 out of 15 (47 percent) grades and subjects (Figure G). They gained ground compared to their national peers in 6 out of 15 (40 percent) grades and subjects (Figure H).



ACADEMIC PROGRESS

ACADEMIC PROGRESS OF STUDENTS *Figure G*

Charles A. Tindley Accelerated School vs. Indiana Norms (IN), Fall 2007 through Spring 2008

	Charles A. Tindley Accelerated School vs. Indiana Gains		Gained or Lost Ground		
Grade Level/Subject	Student Growth	Indiana Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	6.0	5.3		0.8	
6 th grade	9.4	7.0	2.4		
7 th grade	8.0	6.0	2.0		
8 th grade	4.6	5.0		-0.4	
9 th grade	3.1	3.0		0.1	
10 th grade	-0.5	3.0			-3.5
Reading	2.3	2.8		-0.5	
6 th grade	2.2	4.0			-1.8
7 th grade	1.9	3.0			-1.1
8 th grade	2.8	3.0		-0.2	
9 th grade	1.7	1.0	0.7		
10 th grade	3.0	1.0	2.0		
Language Usage	3.5	2.6	0.9		
6 th grade	5.8	4.0	1.8		
7 th grade	3.2	3.0		0.2	
8 th grade	0.9	2.0			-1.1
9 th grade	4.7	1.0	3.7		
10 th grade	1.8	1.0	0.8		
Total	3.9	3.5		0.4	

How to read this figure: The fourth row, as an example, under the Grade Level/Subject column is 8th grade mathematics. The numbers in that row show that 8th grade students at the school made an average gain of 4.6 points, compared to 5.0 points for the average Indiana student. These students “stayed even” compared to the average Indiana student because their average gains were 0.4 points lower. A rating of “stayed even” means there was no statistically significant difference between Charles A. Tindley Accelerated School’s average gains for this grade and subject and the average Indiana gains.

FACT

Charles A. Tindley Accelerated School’s students gained ground compared to their Indiana peers in 7 out of 15 (47 percent) grades and subjects.

ACADEMIC PROGRESS OF STUDENTS *Figure H*

Charles A. Tindley Accelerated School vs. National Norms (U.S.), Fall 2007 through Spring 2008

	Charles A. Tindley Accelerated School vs. U.S. Gains		Gained or Lost Ground		
Grade Level/Subject	Student Growth	U.S. Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	6.0	5.3		0.8	
6 th grade	9.4	7.0	2.4		
7 th grade	8.0	6.0	2.0		
8 th grade	4.6	5.0		-0.4	
9 th grade	3.1	3.0		0.1	
10 th grade	-0.5	3.0			-3.5
Reading	2.3	2.9		-0.6	
6 th grade	2.2	4.0			-1.8
7 th grade	1.9	3.0			-1.1
8 th grade	2.8	3.0		-0.2	
9 th grade	1.7	2.0		-0.3	
10 th grade	3.0	1.0	2.0		
Language Usage	3.5	2.8		0.7	
6 th grade	5.8	4.0	1.8		
7 th grade	3.2	3.0		0.2	
8 th grade	0.9	3.0			-2.1
9 th grade	4.7	1.0	3.7		
10 th grade	1.8	1.0	0.8		
Total	3.9	3.6		0.3	

How to read this figure: The second row, as an example, under the Grade Level/Subject column is 6th grade mathematics. The numbers in that row show that 6th grade students at the school made an average gain of 9.4 points, compared to 7.0 points for the average U.S. student. These students "gained ground" compared to the average U.S. student because their average gains were 2.4 points higher. A rating of "stayed even" means there was no statistically significant difference between Charles A. Tindley Accelerated School's average gains for this grade and subject and the average U.S. gains.

FACT

Charles A. Tindley Accelerated School gained ground compared to their national peers in 6 out of 15 (40 percent) grades and subjects.

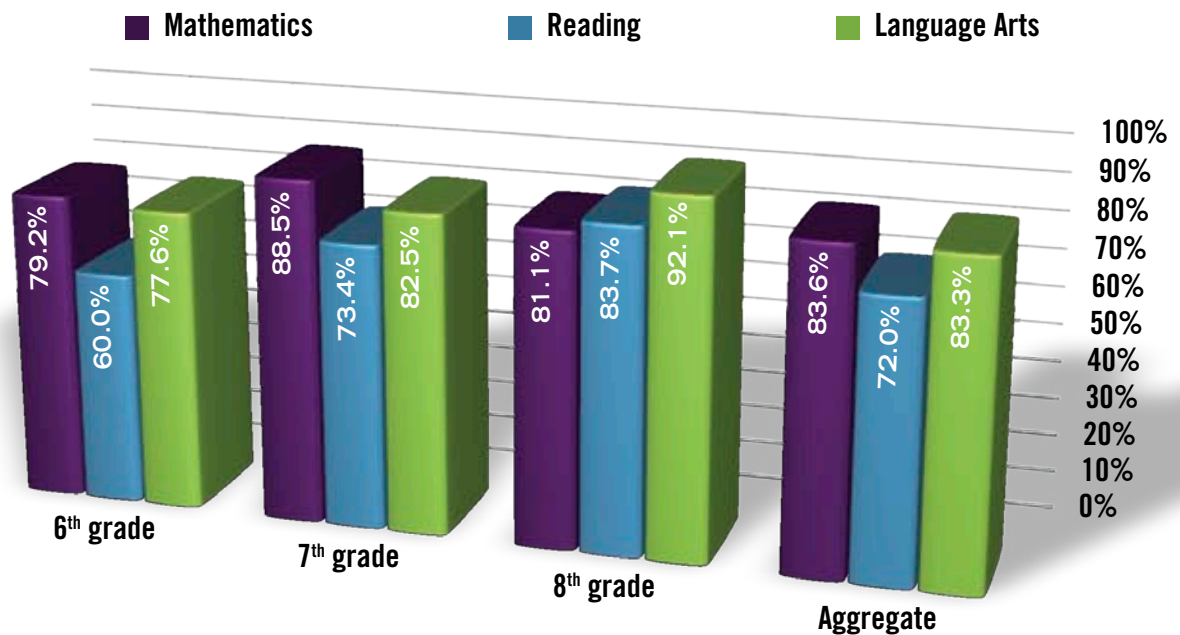
SUFFICIENT GAINS

SUFFICIENT GAINS: WHAT PROPORTION OF STUDENTS ARE ON TRACK TO REACH PROFICIENCY?

NWEA determined the target amount of growth each student needed to achieve between fall 2007 and spring 2008 in order to be on track to become proficient within two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains. NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and Figure I displays the results.

STUDENTS ACHIEVING SUFFICIENT GAINS *Figure I*

To Become Proficient within Two Years



How to read this figure: For example, 6th grade mathematics shows 79.2 percent. This means that at their current rate of progress, 79.2 percent of 6th graders enrolled in this school during the 2007-2008 school year made gains large enough that they would be expected to reach proficiency in mathematics in the spring of their 8th grade year and, therefore, pass the ISTEP+ the following fall.

FOURTH YEAR CHARTER REVIEW

The Mayor's Office determines how well schools in their fourth year are meeting the standards in Question 1 of the Performance Framework. Possible ratings for this question include "Does Not Meet Standard," "Approaching Standard," "Meets Standard" and "Exceeds Standard."

Core Question 1: Is the educational program a success?

Ratings from Fourth Year Charter Review		Finding
1.1.	Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?	Exceeds Standard
1.2.	Are students making substantial and adequate gains over time, as measured using value-added analysis?	Approaching Standard

QUESTION 2:

IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY *Figure J*

Findings from Expert Site Visit Teams, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by Mayor's Office

	Findings
Fiscal Health	Charles A. Tindley Accelerated School has addressed some of its financial difficulties by meeting its enrollment targets in 2007-2008, but continues to face long-term financial challenges due in large part to costs related to its facility. In addition, during the 2007-2008 school year, the Indiana State Board of Accounts (SBOA) examined the school's finances for the time period from July 1, 2005 to June 30, 2007. The examination outlined findings related to the school's financial accounting practices – many of which were cited in the school's previous audit – including missing records for financial transactions, board meetings and compensation for employees. The report also notes that in 2006, the school's former treasurer issued fictitious invoices for personal gain. The former employee was immediately terminated and the Indianapolis Metropolitan Police Department and Marion County Prosecuting Attorney were notified by the school's CEO. The plea agreement required that the former employee pay back \$9,840, which was satisfied in April 2007.
Board Governance	Board members are highly motivated and active, consistently offering innovative ideas for solving problems. The wide range of expertise and active engagement among board members has been an asset. In addition, the board is highly visible in the school and provides many essential services. The board must follow all requirements of the Open Door Law, as it has not always posted notice of meetings in a timely manner or kept accurate minutes.
Leadership	The school has benefited from stable and high-quality leadership since its inception and has created a strong culture of high expectations for all students consistent with the school's mission. The leadership team must attend to a clear and more effective operational structure and has developed a plan to do so.

PARENT AND STAFF SURVEY RESULTS

PARENT EVALUATION *Figure K*

Quality of education “very good” or “excellent”	80%
Satisfied with...	
Individualized student attention	88%
Curriculum/academic program	91%
Class size	92%
Quality of teaching/instruction	88%
Opportunities for parent participation	81%
School administration	80%
Faculty/teachers	81%
Services provided to students with special needs	47%
Likely to...	
Recommend school to friends or colleagues	80%
Return to school	83%
Overall Satisfaction	90%

The Charles A. Tindley Accelerated School has both high expectations and challenging coursework to motivate and prepare students for post-secondary academic opportunities.

STAFF EVALUATION *Figure L*

Quality of education “very good” or “excellent”	82%
School improvement efforts are...	
Focused on student learning	89%
Based on research evidence	72%
Principal at this school...	
Tracks student progress	75%
Works directly with teachers	25%
Makes clear the expectations	71%
Communicates a clear vision	88%
Likely to...	
Return to school	72%
Overall Satisfaction	89%

FOURTH YEAR CHARTER REVIEW

The Mayor’s Office determines how well schools in their fourth year are meeting the standards in Question 2 of the Performance Framework. Possible ratings for this question include “Does Not Meet Standard,” “Approaching Standard,” “Meets Standard” and “Exceeds Standard.”

Core Question 2: Is the organization effective and well-run?

Ratings from Fourth Year Charter Review		Finding
2.1.	Is the school in sound fiscal health?	Approaching Standard
2.2.	Are the school’s student enrollment, attendance and retention rates strong?	Does Not Meet Standard
2.3.	Is the school’s board active and competent in its oversight?	Meets Standard
2.4.	Is there a high level of parent satisfaction with the school?	Meets Standard
2.5.	Is the school administration strong in its academic and organizational leadership?	Meets Standard

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Charles A. Tindley Accelerated School was notably delinquent in its reporting and compliance obligations to both the Mayor's Office and to the Indiana Department of Education (IDOE) during the 2007-2008 school year. The school often did not submit compliance documents in a timely manner and was routinely unprepared for compliance meetings with the Mayor's Office. The school failed to submit teacher licenses and credentials in a timely manner, as well as resumes for board members. In addition, the school did not verify that national criminal background checks were conducted for new board members prior to such board members being added to the board.

The school received notification of noncompliance on compliance Indicator 11 from the IDOE's Division of Exceptional Learners (DEL); this indicator refers to students receiving an evaluation within 60 days of identification. The school has one year to correct the noncompliance issue and will be monitored by DEL in accordance with its Continuous Improvement and Focused Monitoring System. Finally, the school was late in submitting its Biannual Financial Report (Form 9) to the IDOE.

The school submitted a plan to address these problems – including adding a business manager and restructuring reporting responsibilities among staff members – but given the school's history of deficiency in this area, satisfying these requirements must be a critical priority. The school must immediately further develop and implement plans to address these problems.

FOURTH YEAR CHARTER REVIEW

The Mayor's Office determines how well schools in their fourth year are meeting the standards in Question 3 of the Performance Framework. Possible ratings for this question include "Does Not Meet Standard," "Approaching Standard" and "Meets Standard."

Core Question 3: Is the school meeting its operations and access obligations?

Ratings from Fourth Year Charter Review

		Finding
3.1.	Has the school satisfactorily completed all of its organizational structure and governance obligations?	Does Not Meet Standard
3.2.	Is the school's physical plant safe and conducive to learning?	Meets Standard
3.3.	Has the school established and implemented a fair and appropriate pupil enrollment process?	Meets Standard
3.4.	Is the school properly maintaining special education files for its students with special needs?	Approaching Standard

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

As part of its oversight of charter schools, the Mayor's Office engaged external reviewers to conduct site visits of schools in their fourth year of operation. The purpose is to present the school and the Mayor's Office with a professional judgment on conditions and practices at the school, which are best provided through an external perspective. The site visit uses multiple sources of evidence to understand the school's performance. Evidence collection begins before the visit with the review of key documents and continues on-site through additional document review, classroom visits and interviews with a number of stakeholders.

EXPERT SITE VISIT TEAM'S KEY COMMENTS *Figure N*

Key Commendations	<ul style="list-style-type: none"> • The CEO/Principal is a strong instructional leader and the leadership team at the school functions well to support the school community. The relationship between faculty and administration is positive and professional.
	<ul style="list-style-type: none"> • The school utilizes a high-quality, consistently implemented curriculum that is aligned with Indiana standards and that provides appropriate scope and sequence.
	<ul style="list-style-type: none"> • The school has both high expectations to motivate and challenging coursework to prepare students for post-secondary academic opportunities.
	<ul style="list-style-type: none"> • The school has a mission that is widely understood by all stakeholders who possess a strong commitment to the implementation of that mission.
	<ul style="list-style-type: none"> • Interactions between students and faculty are respectful, and there are clear processes for resolution of conflicts.
Key Areas for Attention	<ul style="list-style-type: none"> • The site visit team noted that instructional activities possess some variety, however there is a notable absence of the use of differentiated strategies to engage a wide range of student interests, abilities and learning needs.
	<ul style="list-style-type: none"> • Hiring processes within the school are not sufficiently organized to support the success of new staff members. In addition, the formal teacher evaluation plan is not regularly implemented in a clear manner.





FOURTH YEAR CHARTER REVIEW

The Mayor's Office determines how well schools in their fourth year are meeting the standards in Question 4 of the Performance Framework. Possible ratings for this question include "Does Not Meet Standard," "Approaching Standard" and "Meets Standard."

Core Question 4: Is the school providing appropriate conditions for success?

Ratings from Fourth Year Charter Review

Ratings from Fourth Year Charter Review		Finding
4.1.	Does the school have a high-quality curriculum and supporting materials for each grade?	Meets Standard
4.2.	Are the teaching processes (pedagogies) consistent with the school's mission?	Approaching Standard
4.3.	For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	Meets Standard
4.4.	Does the school effectively use learning standards and assessments to inform and improve instruction?	Meets Standard
4.5.	Has the school developed adequate human resource systems and deployed its staff effectively?	Does Not Meet Standard
4.6.	Is the school's mission clearly understood by all stakeholders?	Meets Standard
4.7.	Is the school climate conducive to student and staff success?	Meets Standard
4.8.	Is ongoing communication with students and parents clear and helpful?	Meets Standard

CHARLES A. TINDLEY ACCELERATED SCHOOL

FIGURE NOTES

The information below provides source references and additional information for all figures appearing in the main report and each school's report.

Figure A: 2007-2008 Enrollment and Demand

Source for student enrollment: The Indiana Department of Education (IDOE) website, based on schools' Pupil Enrollment Count reported every fall.

Source for maximum possible enrollment: Each school's charter, on file with the Mayor's Office.

Source for number of students on waiting lists: Schools' self-report of data as of August 1, 2008.

Note: A school may elect to maintain a smaller overall enrollment than that allowed by its charter with the Mayor's Office.

Figure B: Student Composition

Source for race/ethnicity and free/reduced lunch data: Indiana Department of Education (IDOE) website.

Source for Special Education: IDOE website, Special Education count reported December 1, 2007.

Source for Limited English Proficiency: IDOE Division of Language Minority and Migrant Programs, count reported in March 2008.

Figure C: 2007-2008 Attendance Rate

Source: Indiana Department of Education website, preliminary figures.

Figure D: 2007-2008 Adequate Yearly Progress

Source: Indiana Department of Education (IDOE).

Note: AYP determinations are required by the federal No Child Left Behind Act. If a school enrolled fewer than 30 students in a particular subgroup for a full year prior to testing, the IDOE does not issue an AYP determination for that subgroup's performance. If a school enrolled fewer than 40 students in a particular subgroup at the time of testing, the IDOE does not issue an AYP determination for that subgroup's participation. None of the Mayor-sponsored charter schools had the necessary number of qualifying students in American Native and Asian subgroups.

Figure E: 2007-2008 Public Law 221 Category Placement

Source: Indiana Department of Education (IDOE).

Note: Public Law 221 category placements are required annually by Indiana law. A school is placed into one of five categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch and Academic Probation – based on a combination of the school's improvement in achievement on the ISTEP+ and the school's overall ISTEP+ pass rate. In addition, regardless of its performance on the ISTEP+, a school that does not make AYP for two consecutive years in the same content area or subgroup cannot receive a category placement higher than Academic Progress. For purposes of Public Law 221, the IDOE considers the results of the English and math portions of the ISTEP+, but not the science portion. To determine improvement, the IDOE uses the greater of (a) the school's change in ISTEP+ pass rates over the most recent year or (b) the school's average change in ISTEP+ pass rates over the past three years. Only students who attended the school for at least 126 days during the 2006-2007 school year and took the fall 2007 ISTEP+ at that same school are included in one-year gain calculations for the 2007-2008 category placements. The IDOE calculated a school's "overall" pass rate using the ISTEP+ results of all students who attended the school on May 1, 2007, regardless of which school the students attended when they took the fall 2007 ISTEP+.

Figure F: Average ISTEP+ Performance

Source: The IDOE.

Figure G: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. Indiana Norms (IN), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure H: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. National Norms (U.S.), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure I: Students Achieving Sufficient Gains To Become Proficient Within Two Years

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association (NWEA), 2008.

Note: For 7th and 8th grade students, "sufficient gains" means sufficient to pass proficiency on the ISTEP+ in the fall of 9th grade. To determine what score is proficient, NWEA conducted a study in 2003 that found a high correlation between student scores on the Measures of Academic Progress (MAP) test and the ISTEP+, allowing NWEA to pinpoint a MAP score that equates with a passing score on the ISTEP+ in each grade and subject. As NWEA has not calculated these cut scores for grades 10 through 12, NWEA was unable to calculate sufficient gains for 9th through 12th grades.

Figure K: Parent Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Very satisfied" and "somewhat satisfied" responses are on a five-point scale that also included "satisfied," "somewhat dissatisfied" and "very dissatisfied." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Students with special needs include, for example, those for whom English is a second language or those with disabilities or other academic difficulties.

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

Figure L: Staff Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Strongly agree" and "agree" responses are on a six-point scale that also included "agree a little," "disagree a little," "disagree" and "strongly disagree." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

Ratings from the Fourth Year Charter Review

Source: "Indianapolis Mayor's Office Fourth Year Charter Review" for each Fourth Year School (Charles A. Tindley Accelerated School, KIPP Indianapolis College Preparatory, Indianapolis Metropolitan High School and Southeast Neighborhood School of Excellence), available online. The schools' full reports include detailed explanations of the ratings.

CHRISTEL HOUSE ACADEMY

INNOVATION IN EDUCATION

Christel House Academy strives to: equip students with the desire for lifelong learning; strengthen their civic, ethical and moral values; and prepare them to be self-sufficient, contributing members of society. The school's goal is to provide outstanding education to a traditionally underserved population, allowing its students to achieve the academic proficiency necessary for higher education.

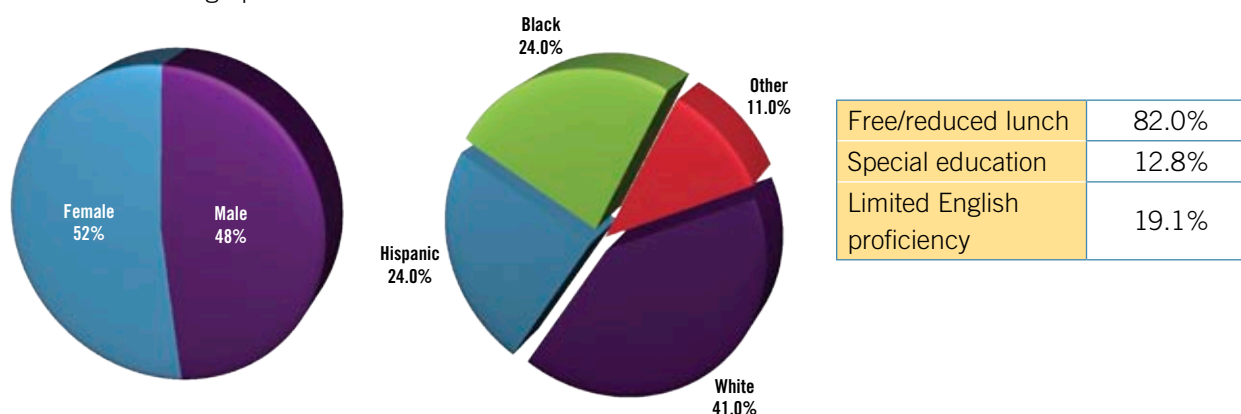
ENROLLMENT AND DEMAND *Figure A*

	2007-2008	At Capacity
Grades served	K-8	K-8
Maximum possible enrollment	417	450
Students enrolled	414	N/A
Students on waiting list	162	N/A

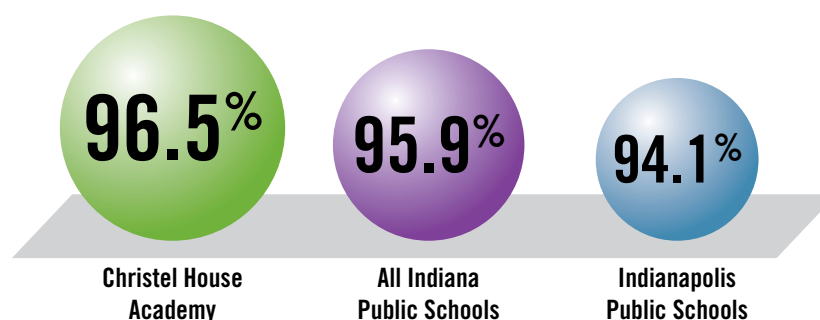
"N/A" denotes "Not Applicable." It is possible for a school that has not reached maximum enrollment to have a waiting list because some grade levels may be fully enrolled with a waiting list, while other grade levels may have openings. Actual enrollment may exceed the maximum enrollment stated in the Charter by 10 percent.

STUDENT COMPOSITION *Figure B*

2007-2008 Demographics:



2007-2008 ATTENDANCE RATE *Figure C*



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

2007-2008 ADEQUATE YEARLY PROGRESS *Figure D*

As Determined by the Indiana Department of Education

OVERALL DETERMINATION: Yes	English	Mathematics	Attendance	Participation Rate
All students	Yes	Yes	Yes	Yes
Black	Yes	Yes		Yes
Hispanic	Yes	Yes		Yes
White	Yes	Yes		Yes
Free/reduced lunch	Yes	Yes		Yes
Limited English proficiency	Yes	Yes		Yes
Special education	Yes	Yes		Yes

Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.

2007-2008 PUBLIC LAW 221 CATEGORY PLACEMENT *Figure E*

As Determined by the Indiana Department of Education

Category Placement:	Exemplary Progress
The school demonstrated improvement of 5.2 percent in ISTEP+ pass rates and an overall pass rate of 73.2 percent to receive an "Exemplary Progress" placement.	
<i>Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.</i>	

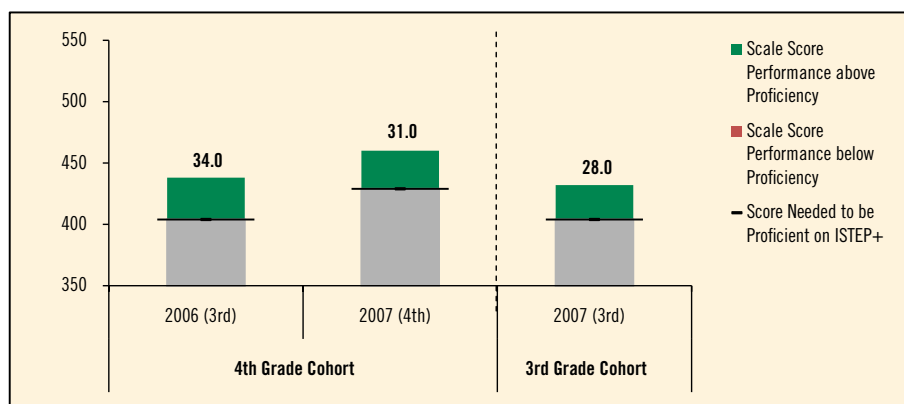
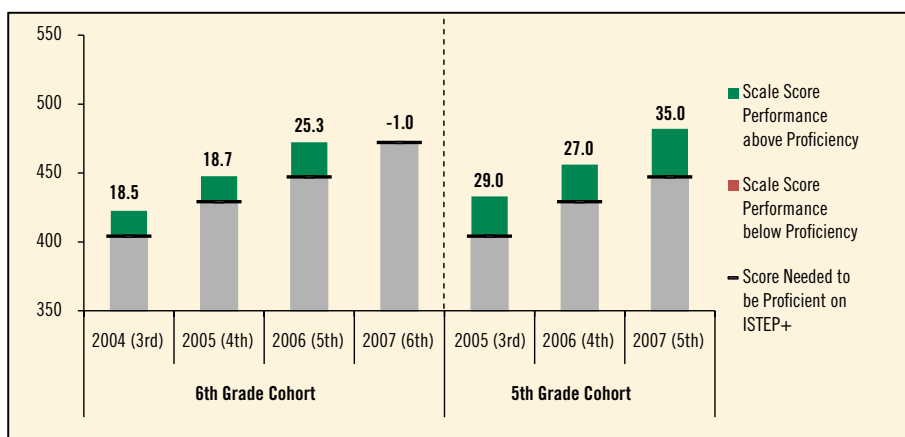
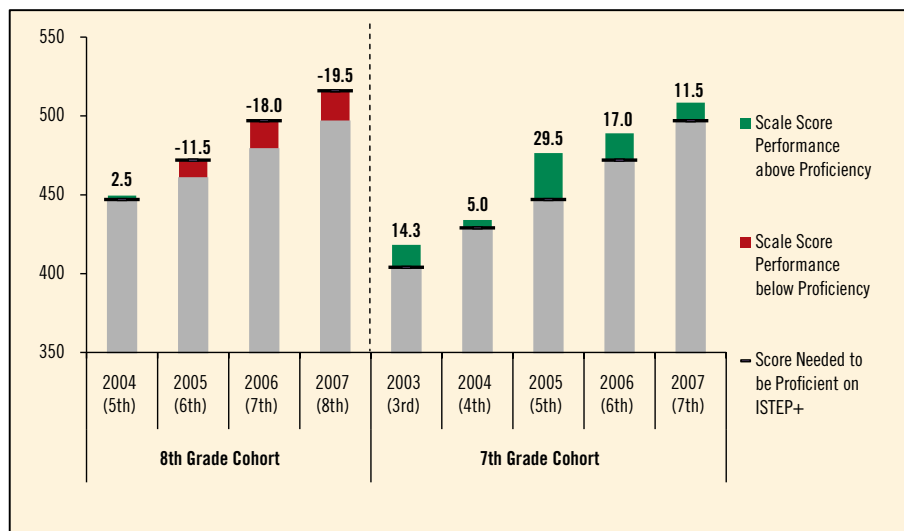
ISTEP+ RESULTS

Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and mathematics. Figure F shows how particular classes at the school have scored on the ISTEP+ over time. The difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+ is an indication of how well students have mastered grade-level material. An improving class would have larger and larger green bars (rising higher above proficiency) or smaller and smaller red bars (approaching proficiency). A declining class would show the opposite: shrinking green bars or growing red bars. These simple comparisons of year-to-year performance are not perfect indicators of how much individual students have improved over time because the group of students taking the test changes somewhat each year. However, these comparisons do provide a general indication of overall student growth within classes.



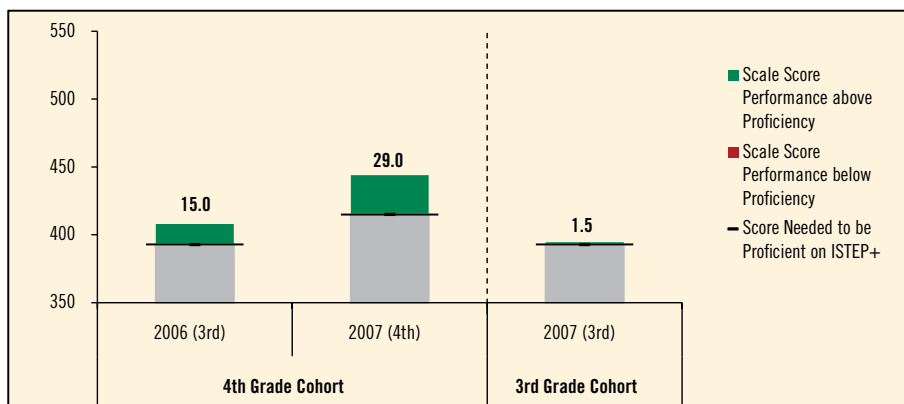
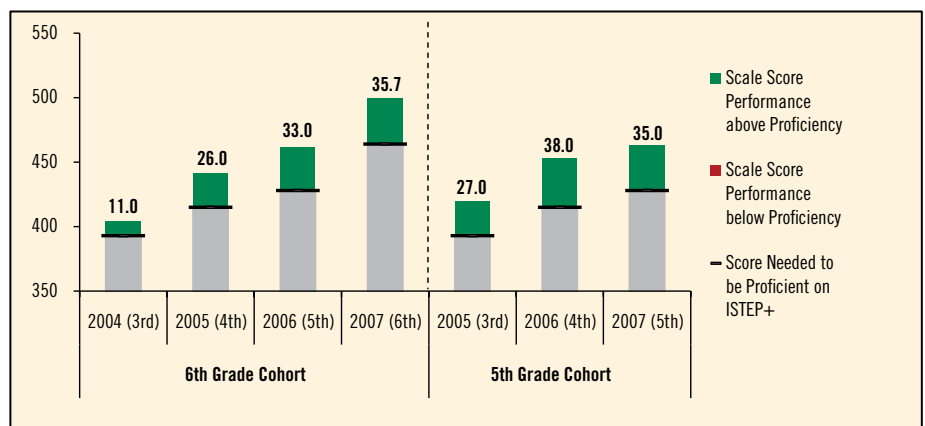
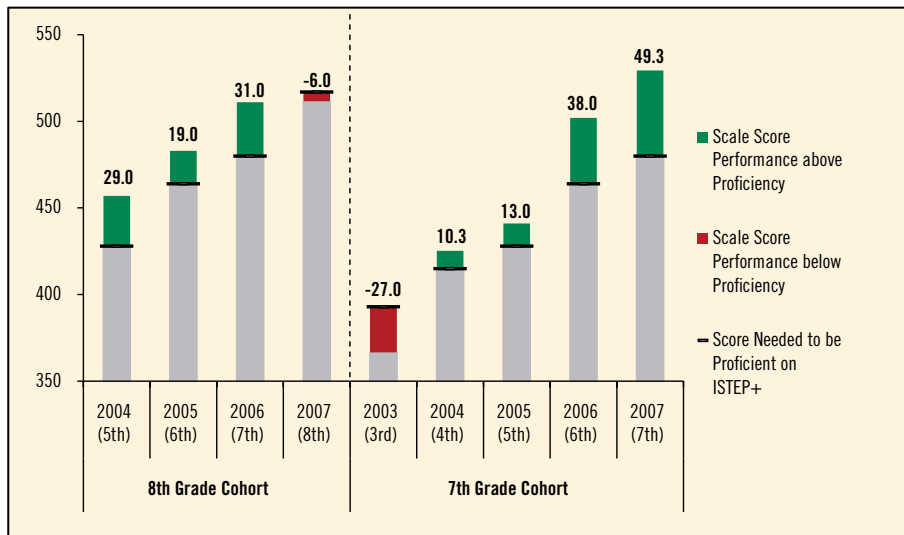
AVERAGE ISTEP+ PERFORMANCE — ENGLISH/LANGUAGE ARTS *Figure F*

Missing years within cohorts indicate that Indiana did not offer a particular subject test in that grade for that year or that no students were in the applicable grade in this school at the time of testing.



How to read these figures: These figures show the difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+. This value is listed above each bar. A green bar indicates that the average student score was above the score needed to be proficient on the ISTEP+. A red bar indicates that the average student score was below the score needed to be proficient on the ISTEP+. For example, in 2003-2004 when the 7th grade cohort was in 3rd grade, students were, on average, 14.3 points above proficiency on the English/language arts portion of ISTEP+. However, the next year as 4th graders, student performance fell to 5.0 points above proficiency.

AVERAGE ISTEP+ PERFORMANCE — MATHEMATICS *Figure F*



How to read these figures: These figures show the difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+. This value is listed above each bar. A green bar indicates that the average student score was above the score needed to be proficient on the ISTEP+. A red bar indicates that the average student score was below the score needed to be proficient on the ISTEP+. For example, in 2003-2004 when the 7th grade cohort was in 3rd grade, students were, on average, 27.0 points below proficiency on the mathematics portion of ISTEP+. However, the next year, as 4th graders, student performance grew to 10.3 points above proficiency.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2007-2008 school year:

- Did students gain ground, lose ground or stay even compared to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

COMPARATIVE GAINS: HOW MUCH DID CHRISTEL HOUSE ACADEMY'S STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at Christel House Academy with those of students across Indiana (Figure G) and the United States (Figure H). The figures show where Christel House Academy's students gained ground, lost ground or stayed even compared to their peers. Christel House Academy's students gained ground compared to their Indiana peers in 2 out of 21 (1 percent) grades and subjects (Figure G). They gained ground compared to their national peers in 1 out of 21 (0.5 percent) grades and subjects (Figure H).



ACADEMIC PROGRESS

ACADEMIC PROGRESS OF STUDENTS *Figure G*

Christel House Academy vs. Indiana Norms (IN), Fall 2007 through Spring 2008

Grade Level/Subject	Christel House Academy vs. Indiana Gains		Gained or Lost Ground		
	Student Growth	Indiana Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	6.8	9.2			-2.4
2 nd grade	11.9	14.0			-2.1
3 rd grade	8.1	10.0			-1.9
4 th grade	8.7	9.0		-0.3	
5 th grade	6.2	9.0			-2.8
6 th grade	1.1	7.0			-5.9
7 th grade	3.7	6.0			-2.3
8 th grade	2.5	5.0			-2.5
Reading	5.1	6.8			-1.7
2 nd grade	10.1	13.0			-2.9
3 rd grade	10.3	8.0	2.3		
4 th grade	5.5	7.0			-1.5
5 th grade	4.7	6.0			-1.3
6 th grade	0.1	4.0			-3.9
7 th grade	-1.3	3.0			-4.3
8 th grade	1.8	3.0			-1.2
Language Usage	5.3	6.6			-1.2
2 nd grade	10.3	14.0			-3.7
3 rd grade	5.7	8.0			-2.3
4 th grade	5.8	6.0		-0.2	
5 th grade	5.1	5.0		0.1	
6 th grade	2.9	4.0			-1.1
7 th grade	1.5	3.0			-1.5
8 th grade	3.4	2.0	1.4		
Total	5.7	7.5			-1.8

How to read this figure: The third row, as an example, under the Grade Level/Subject column is 3rd grade mathematics. The numbers in that row show that 3rd grade students at the school made an average gain of 8.1 points, compared to 10.0 points for the average Indiana student. These students "lost ground" compared to the average Indiana student because their average gains were 1.9 points lower. A rating of "stayed even" means there was no statistically significant difference between Christel House Academy's average gains for this grade and subject and the average Indiana gains.

ACADEMIC PROGRESS OF STUDENTS *Figure H*

Christel House Academy vs. National Norms (U.S.), Fall 2007 through Spring 2008

Grade Level/Subject	Christel House Academy vs. U.S. Gains		Gained or Lost Ground		
	Student Growth	U.S. Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	6.8	9.4			-2.5
2 nd grade	11.9	14.0			-2.1
3 rd grade	8.1	11.0			-2.9
4 th grade	8.7	9.0		-0.3	
5 th grade	6.2	9.0			-2.8
6 th grade	1.1	7.0			-5.9
7 th grade	3.7	6.0			-2.3
8 th grade	2.5	5.0			-2.5
Reading	5.1	6.8			-1.7
2 nd grade	10.1	13.0			-2.9
3 rd grade	10.3	9.0	1.3		
4 th grade	5.5	7.0			-1.5
5 th grade	4.7	5.0		-0.3	
6 th grade	0.1	4.0			-3.9
7 th grade	-1.3	3.0			-4.3
8 th grade	1.8	3.0			-1.2
Language Usage	5.3	6.8			-1.5
2 nd grade	10.3	14.0			-3.7
3 rd grade	5.7	9.0			-3.3
4 th grade	5.8	6.0		-0.2	
5 th grade	5.1	5.0		0.1	
6 th grade	2.9	4.0			-1.1
7 th grade	1.5	3.0			-1.5
8 th grade	3.4	3.0		0.4	
Total	5.7	7.6			-1.9

How to read this figure: The second row, as an example, under the Grade Level/Subject column is 2nd grade mathematics. The numbers in that row show that 2nd grade students at the school made an average gain of 11.9 points, compared to 14.0 points for the average U.S. student. These students "lost ground" compared to the average U.S. student because their average gains were 2.1 points lower. A rating of "stayed even" means there was no statistically significant difference between Christel House Academy's average gains for this grade and subject and the average U.S. gains.

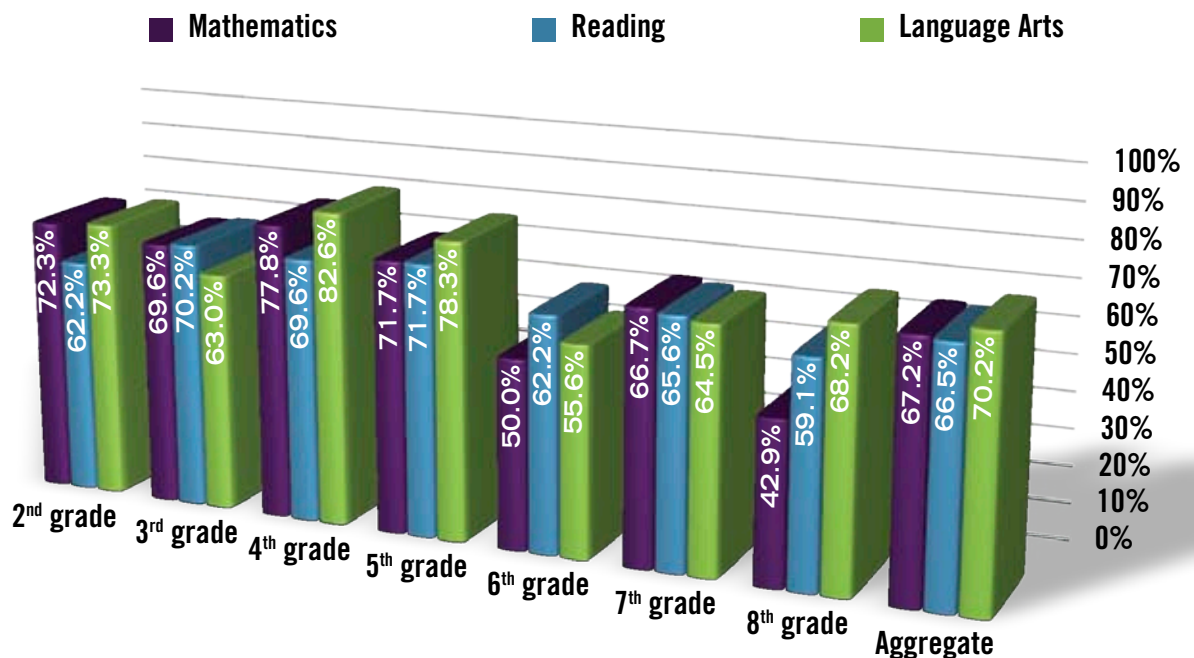
SUFFICIENT GAINS

SUFFICIENT GAINS: WHAT PROPORTION OF STUDENTS ARE ON TRACK TO REACH PROFICIENCY?

NWEA determined the target amount of growth each student needed to achieve between fall 2007 and spring 2008 in order to be on track to become proficient within two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains. NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and Figure I displays the results.

STUDENTS ACHIEVING SUFFICIENT GAINS *Figure I*

To Become Proficient within Two Years



How to read this figure: For example, the first row under the 2nd grade column shows 72.3 percent. This means that at their current rate of progress, 72.3 percent of 2nd graders enrolled in this school during the 2007-2008 school year made gains large enough that they would be expected to reach proficiency in mathematics in the spring of their 4th grade year and, therefore, pass the ISTEP+ the following fall.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY *Figure J*

Findings from Expert Site Visit Teams, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by Mayor's Office

	Findings
Fiscal Health	The school's financial systems were managed satisfactorily in 2007-2008, with no significant problems. During the 2007-2008 school year, the Indiana State Board of Accounts (SBOA) examined the school's finances for the time period from July 1, 2005 to June 30, 2007. The examination outlined findings related to the school's financial accounting practices, including 1) a lack of documentation to support credit card claims and 2) questionable expenses related to a staff celebration. The school's official response suggests that the school will rectify these findings.
Board Governance	The board clearly makes decisions that reflect the prioritization of student and family well-being. It carefully considers parent feedback and input, closely monitors student performance and analyzes areas for improvement. The board follows official procedures meticulously.
Leadership	The school's principal maintains an environment of high standards and support for both staff and students. The school's leadership team has contributed to the high levels of success in both student performance and operational management. The principal brings a great deal of experience and creativity to the school, incorporating innovative programs and services and securing new resources.



PARENT AND STAFF SURVEY RESULTS

PARENT EVALUATION *Figure K*

Quality of education “very good” or “excellent”	81%
Satisfied with...	
Individualized student attention	90%
Curriculum/academic program	91%
Class size	85%
Quality of teaching/instruction	89%
Opportunities for parent participation	92%
School administration	83%
Faculty/teachers	84%
Services provided to students with special needs	63%
Likely to...	
Recommend school to friends or colleagues	81%
Return to school	86%
Overall satisfaction	91%

STAFF EVALUATION *Figure L*

Quality of education “very good” or “excellent”	97%
School improvement efforts are...	
Focused on student learning	100%
Based on research evidence	100%
Principal at this school...	
Tracks student progress	90%
Works directly with teachers	71%
Makes clear the expectations	94%
Communicates a clear vision	94%
Likely to...	
Return to school	94%
Overall satisfaction	100%

The principal at Christel House Academy brings a great deal of experience and creativity to the school, incorporating innovative programs and services and securing new resources.

QUESTION 3:

IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Christel House Academy satisfied its obligations in 2007-2008 for compliance with laws and regulations and in providing access to students across Indianapolis. The Mayor's Office's internal systems did not indicate any significant concerns related to these obligations. However, the school was late in submitting the Form 9 to the Indiana Department of Education and received notification of noncompliance on Indicator 11: Evaluation within 60 days from the Indiana Department of Education's Division of Exceptional Learners (DEL). The school has one year to correct the noncompliance issue and will be monitored by DEL in accordance with its Continuous Improvement and Focused Monitoring System (CIFMS) process.

QUESTION 4:

IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Accountability data collected by the Mayor's Office revealed no major concerns specific to the school's ability to provide appropriate conditions for success.



CHRISTEL HOUSE ACADEMY FIGURE NOTES

The information below provides source references and additional information for all figures appearing in the main report and each school's report.

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Source: Indiana Department of Education website, preliminary figures.

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Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure H: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. National Norms (U.S.), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure I: Students Achieving Sufficient Gains To Become Proficient Within Two Years

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association (NWEA), 2008.

Note: For 7th and 8th grade students, "sufficient gains" means sufficient to pass proficiency on the ISTEP+ in the fall of 9th grade. To determine what score is proficient, NWEA conducted a study in 2003 that found a high correlation between student scores on the Measures of Academic Progress (MAP) test and the ISTEP+, allowing NWEA to pinpoint a MAP score that equates with a passing score on the ISTEP+ in each grade and subject. As NWEA has not calculated these cut scores for grades 10 through 12, NWEA was unable to calculate sufficient gains for 9th through 12th grades.

Figure K: Parent Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Very satisfied" and "somewhat satisfied" responses are on a five-point scale that also included "satisfied," "somewhat dissatisfied" and "very dissatisfied." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Students with special needs include, for example, those for whom English is a second language or those with disabilities or other academic difficulties.

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

Figure L: Staff Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Strongly agree" and "agree" responses are on a six-point scale that also included "agree a little," "disagree a little," "disagree" and "strongly disagree." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

DECATUR DISCOVERY ACADEMY

INNOVATION IN EDUCATION

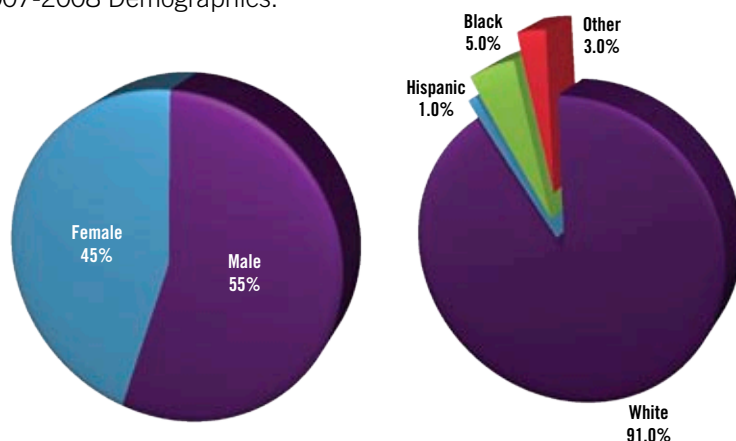
Decatur Discovery Academy seeks to provide a non-traditional environment in which students learn through experiential and inquiry approaches and strong personal relationships with teachers. Using the Expeditionary Learning Schools Outward Bound model, the school attempts to work with students individually to ensure that they graduate from high school and pursue post-secondary educational opportunities.

ENROLLMENT AND DEMAND *Figure A*

	2007-2008	At Capacity
Grades served	9-12	7-12
Maximum possible enrollment	200	210
Students enrolled	135	N/A
Students on waiting list	0	N/A
"N/A" denotes "Not Applicable."		

STUDENT COMPOSITION *Figure B*

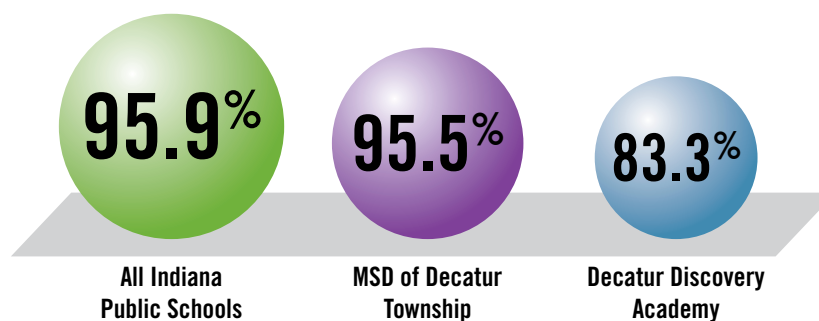
2007-2008 Demographics:



Free/reduced lunch	41.0%
Special education	5.9%
Limited English proficiency	—

Note: The Indiana Department of Education does not release the number of Limited English Proficiency students in a school if that number is less than 10.

2007-2008 ATTENDANCE RATE *Figure C*



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

2007-2008 ADEQUATE YEARLY PROGRESS *Figure D*

As Determined by the Indiana Department of Education

OVERALL DETERMINATION: No	English	Mathematics	Attendance	Participation Rate
All students	No	No	No	No (English)
White	No	No		No (English)
Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.				

2007-2008 PUBLIC LAW 221 CATEGORY PLACEMENT *Figure E*

As Determined by the Indiana Department of Education

Category Placement:	Academic Probation
The school demonstrated an increase of 1.6 percent in ISTEP+ pass rates and an overall pass rate of 32.1 percent to receive an "Academic Probation" placement.	
Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.	

ISTEP+ RESULTS

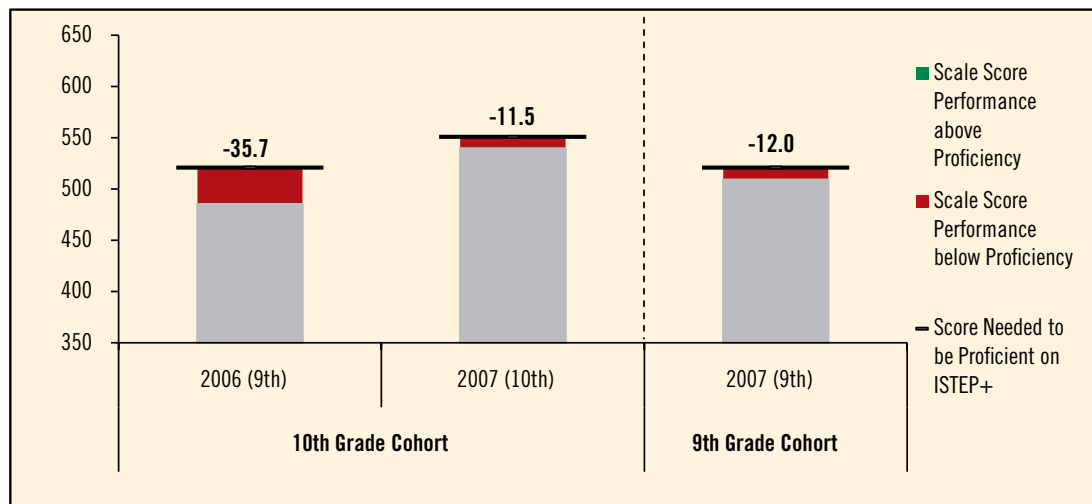
Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and mathematics. Figure F shows how particular classes at the school have scored on the ISTEP+ over time. The difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+ is an indication of how well students have mastered grade-level material. An improving class would have larger and larger green bars (rising higher above proficiency) or smaller and smaller red bars (approaching proficiency). A declining class would show the opposite: shrinking green bars or growing red bars. These simple comparisons of year-to-year performance are not perfect indicators of how much individual students have improved over time because the group of students taking the test changes somewhat each year. However, these comparisons do provide a general indication of overall student growth within classes.



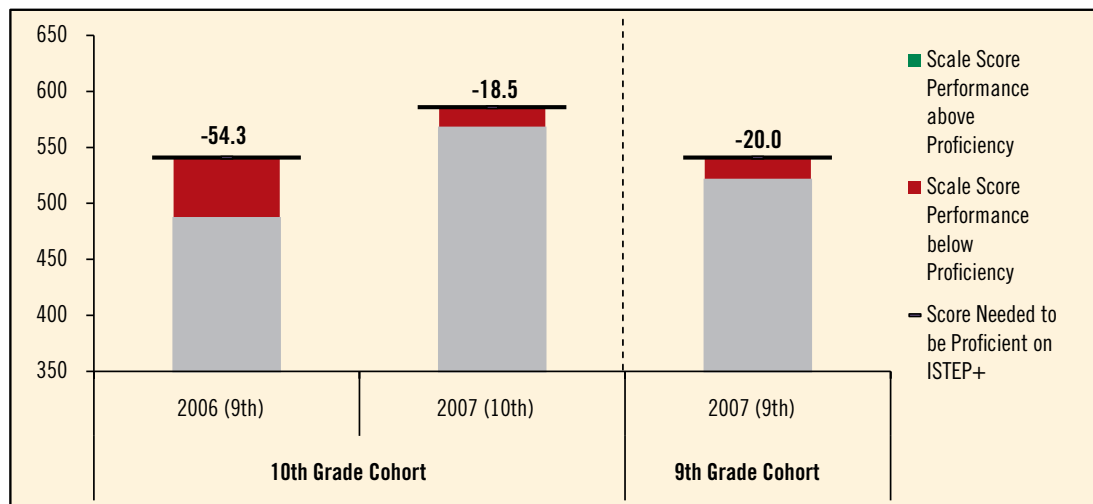
AVERAGE ISTEP+ PERFORMANCE *Figure F*

Missing years within cohorts indicate that Indiana did not offer a particular subject test in that grade for that year or that no students were in the applicable grade in this school at the time of testing.

English/Language Arts



Mathematics



How to read these figures: These figures show the difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+. This value is listed above each bar. A green bar indicates that the average student score was above the score needed to be proficient on the ISTEP+. A red bar indicates that the average student score was below the score needed to be proficient on the ISTEP+. For example, in 2006-2007 when the 10th grade cohort was in 9th grade, students were, on average, 35.7 points below proficiency on the English/language arts portion of ISTEP+. However, the next year, as 10th graders, student performance grew to 11.5 points below proficiency.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2007-2008 school year:

- Did students gain ground, lose ground or stay even compared to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

Because NWEA does not publish proficiency levels for high school grades, it could not determine what proportion of students in this school made sufficient progress to reach proficiency over time. As a result, there is no Figure I for this school.

COMPARATIVE GAINS: HOW MUCH DID DECATUR DISCOVERY ACADEMY'S STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at Decatur Discovery Academy with those of students across Indiana (Figure G) and the United States (Figure H). The figures show where Decatur Discovery Academy's students gained ground, lost ground or stayed even compared to their peers. Decatur Discovery Academy's students gained ground compared to their Indiana peers in 3 out of 6 (50 percent) grades and subjects (Figure G). They gained ground compared to their national peers in 3 out of 6 (50 percent) grades and subjects (Figure H).



ACADEMIC PROGRESS

ACADEMIC PROGRESS OF STUDENTS *Figure G*

Decatur Discovery Academy vs. Indiana Norms (IN), Fall 2007 through Spring 2008

	Decatur Discovery Academy vs. Indiana Gains		Gained or Lost Ground		
Grade Level/Subject	Student Growth	Indiana Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	-0.3	3.0			-3.3
9 th grade	-1.3	3.0			-4.3
10 th grade	0.3	3.0			-2.7
Reading	5.1	1.0	4.1		
9 th grade	2.9	1.0	1.9		
10 th grade	6.8	1.0	5.8		
Language Usage	1.2	1.0		0.2	
9 th grade	-1.8	1.0			-2.8
10 th grade	3.8	1.0	2.8		
Total	2.0	1.7		0.3	

How to read this figure: The third row, as an example, under the Grade Level/Subject column is 10th grade mathematics. The numbers in that row show that 10th grade students at the school made an average gain of 0.3 points, compared to 3.0 points for the average Indiana student. These students “lost ground” compared to the average Indiana student because their average gains were 2.7 points lower. A rating of “stayed even” means there was no statistically significant difference between Decatur Discovery Academy’s average gains for this grade and subject and the average Indiana gains.

ACADEMIC PROGRESS OF STUDENTS *Figure H*

Decatur Discovery Academy vs. National Norms (U.S.), Fall 2007 through Spring 2008

	Decatur Discovery Academy vs. U.S. Gains		Gained or Lost Ground		
Grade Level/Subject	Student Growth	U.S. Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	-0.3	3.0			-3.3
9 th grade	-1.3	3.0			-4.3
10 th grade	0.3	3.0			-2.7
Reading	5.1	1.4	3.6		
9 th grade	2.9	2.0	0.9		
10 th grade	6.8	1.0	5.8		
Language Usage	1.2	1.0		0.2	
9 th grade	-1.8	1.0			-2.8
10 th grade	3.8	1.0	2.8		
Total	2.0	1.8		0.2	

How to read this figure: The third row, as an example, under the Grade Level/Subject column is 10th grade mathematics. The numbers in that row show that 10th grade students at the school made an average gain of 0.3 points, compared to 3.0 points for the average U.S. student. These students “lost ground” compared to the average U.S. student because their average gains were 2.7 points lower. A rating of “stayed even” means there was no statistically significant difference between Decatur Discovery Academy’s average gains for this grade and subject and the average U.S. gains.

QUESTION 2:

IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY *Figure J*

Findings from Expert Site Visit Teams, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by Mayor's Office

	Findings
Fiscal Health	The school's financial systems were managed satisfactorily in 2007-2008, with no significant problems. The school received significant financial management support from the Metropolitan School District (MSD) of Decatur Township.
Board Governance	All board members demonstrate a passion for and dedication to the school. Board meeting attendance continues to be poor however, with two of the board's seven members missing four or more meetings. In addition, the board may consider forming committees that target and assist with specific school needs such as finances/fundraising, academics, and/or community outreach.
Leadership	The school's leadership has been stable for the last three years. The school also receives leadership assistance and expertise from MSD of Decatur Township.



PARENT AND STAFF SURVEY RESULTS

PARENT EVALUATION *Figure K*

Quality of education “very good” or “excellent”	94%
Satisfied with...	
Individualized student attention	97%
Curriculum/academic program	100%
Class size	97%
Quality of teaching/instruction	97%
Opportunities for parent participation	83%
School administration	83%
Faculty/teachers	94%
Services provided to students with special needs	67%
Likely to...	
Recommend school to friends or colleagues	91%
Return to school	97%
Overall satisfaction	91%

STAFF EVALUATION *Figure L*

Quality of education “very good” or “excellent”	54%
School improvement efforts are...	
Focused on student learning	92%
Based on research evidence	92%
Principal at this school...	
Tracks student progress	77%
Works directly with teachers	54%
Makes clear the expectations	92%
Communicates a clear vision	85%
Likely to...	
Return to school	83%
Overall satisfaction	92%

FACT

According to the school’s staff, 6 of the 7 graduates of Decatur Discovery Academy – the school’s first graduates – received college acceptance letters.

QUESTION 3:

IS THE SCHOOL MEETING ITS OPERATIONS
AND ACCESS OBLIGATIONS?

Decatur Discovery Academy satisfied its obligations in 2007-2008 for compliance with laws and regulations and in providing access to students across Indianapolis. The Mayor's Office's internal systems did not indicate any significant concerns related to these obligations. However, the school was again late in submitting a signed hard copy of the September Student Membership (DOE-ME) and the Student Residence (DOE-SR) reports to the Indiana Department of Education (IDOE). The school received notification of noncompliance on compliance Indicator 13 from the IDOE's Division of Exceptional Learners (DEL); this indicator includes the percent of youth age 14 and above with Individualized Education Plans (IEPs) that include coordinated, measurable, and annual IEP goals and transition services that reasonably enable students to meet their post-secondary goals. The school has one year to correct the noncompliance issue and will be monitored by DEL in accordance with its Continuous Improvement and Focused Monitoring System.



QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

EXPERT SITE VISIT TEAM'S KEY COMMENTS *Figure N*

<p>Key Commendations</p>	<ul style="list-style-type: none"> • The school offers ample professional development opportunities for staff to grow in the Expeditionary Learning Outward Bound (ELOB) model. • According to the school's staff, 6 of the 7 graduates of Decatur Discovery Academy – the school's first graduates – received college acceptance letters. • The site visit team noted that the school offers a variety of high-quality, relevant support and guidance to support post-secondary preparation.
<p>Key Areas for Attention</p>	<ul style="list-style-type: none"> • The site team noted that the school did not provide enough evidence during its third year self-review to substantiate that 1) it conducts a systematic review of its curriculum to identify gaps; 2) it regularly reviews curricular scope and sequence; 3) its curriculum is rigorous and challenging; 4) it uses varied and differentiated instructional strategies; and 5) it uses data to effectively improve instruction. • The school must continue developing plans to more intentionally and effectively orient students to the school's mission in order to address student attrition issues.



DECATUR DISCOVERY ACADEMY FIGURE NOTES

The information below provides source references and additional information for all figures appearing in the main report and each school's report.

Figure A: 2007-2008 Enrollment and Demand

Source for student enrollment: The Indiana Department of Education (IDOE) website, based on schools' Pupil Enrollment Count reported every fall.

Source for maximum possible enrollment: Each school's charter, on file with the Mayor's Office.

Source for number of students on waiting lists: Schools' self-report of data as of August 1, 2008.

Note: A school may elect to maintain a smaller overall enrollment than that allowed by its charter with the Mayor's Office.

Figure B: Student Composition

Source for race/ethnicity and free/reduced lunch data: Indiana Department of Education (IDOE) website.

Source for Special Education: IDOE website, Special Education count reported December 1, 2007.

Source for Limited English Proficiency: IDOE Division of Language Minority and Migrant Programs, count reported in March 2008.

Figure C: 2007-2008 Attendance Rate

Source: Indiana Department of Education website, preliminary figures.

Figure D: 2007-2008 Adequate Yearly Progress

Source: Indiana Department of Education (IDOE).

Note: AYP determinations are required by the federal No Child Left Behind Act. If a school enrolled fewer than 30 students in a particular subgroup for a full year prior to testing, the IDOE does not issue an AYP determination for that subgroup's performance. If a school enrolled fewer than 40 students in a particular subgroup at the time of testing, the IDOE does not issue an AYP determination for that subgroup's participation. None of the Mayor-sponsored charter schools had the necessary number of qualifying students in American Native and Asian subgroups.

Figure E: 2007-2008 Public Law 221 Category Placement

Source: Indiana Department of Education (IDOE).

Note: Public Law 221 category placements are required annually by Indiana law. A school is placed into one of five categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch and Academic Probation – based on a combination of the school's improvement in achievement on the ISTEP+ and the school's overall ISTEP+ pass rate. In addition, regardless of its performance on the ISTEP+, a school that does not make AYP for two consecutive years in the same content area or subgroup cannot receive a category placement higher than Academic Progress. For purposes of Public Law 221, the IDOE considers the results of the English and math portions of the ISTEP+, but not the science portion. To determine improvement, the IDOE uses the greater of (a) the school's change in ISTEP+ pass rates over the most recent year or (b) the school's average change in ISTEP+ pass rates over the past three years. Only students who attended the school for at least 126 days during the 2006-2007 school year and took the fall 2007 ISTEP+ at that same school are included in one-year gain calculations for the 2007-2008 category placements. The IDOE calculated a school's "overall" pass rate using the ISTEP+ results of all students who attended the school on May 1, 2007, regardless of which school the students attended when they took the fall 2007 ISTEP+.

Figure F: Average ISTEP+ Performance

Source: The IDOE.

Figure G: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. Indiana Norms (IN), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure H: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. National Norms (U.S.), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure K: Parent Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Very satisfied" and "somewhat satisfied" responses are on a five-point scale that also included "satisfied," "somewhat dissatisfied" and "very dissatisfied." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Students with special needs include, for example, those for whom English is a second language or those with disabilities or other academic difficulties.

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

Figure L: Staff Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Strongly agree" and "agree" responses are on a six-point scale that also included "agree a little," "disagree a little," "disagree" and "strongly disagree." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

FALL CREEK ACADEMY

INNOVATION IN EDUCATION

Fall Creek Academy's mission is to provide an educational program that combines innovative technology-based learning, small group instruction and project-based learning to allow students to learn at their own pace and enable teachers to provide students with more individualized attention. The school strives for student growth in character development, academics, life skills, the arts and wellness.

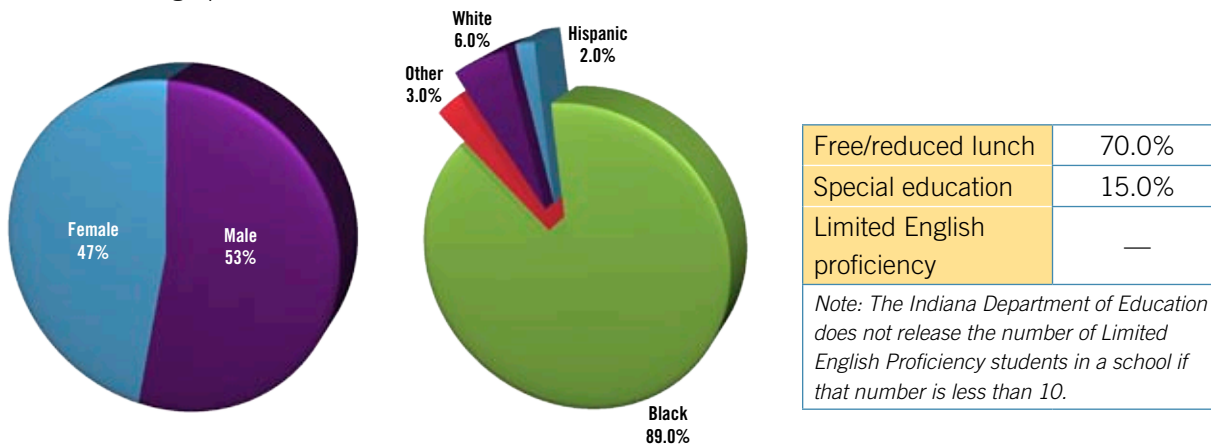
ENROLLMENT AND DEMAND *Figure A*

	2007-2008	At Capacity
Grades served	K-11	K-12
Maximum possible enrollment	360	390
Students enrolled	321	N/A
Students on waiting list	140	N/A

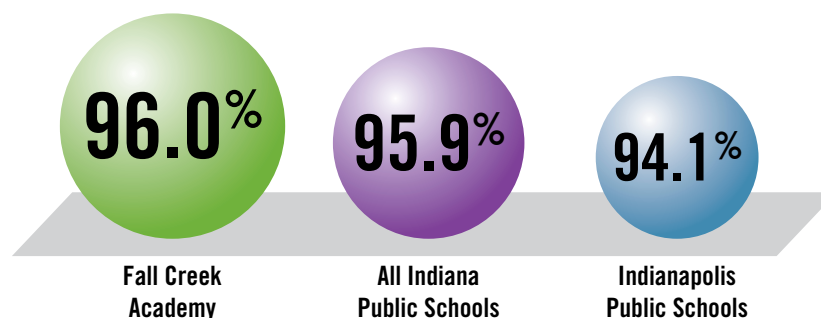
"N/A" denotes "Not Applicable." It is possible for a school that has not reached maximum enrollment to have a waiting list because some grade levels may be fully enrolled with a waiting list, while other grade levels may have openings.

STUDENT COMPOSITION *Figure B*

2007-2008 Demographics:



2007-2008 ATTENDANCE RATE *Figure C*



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

2007-2008 ADEQUATE YEARLY PROGRESS *Figure D*

As Determined by the Indiana Department of Education

OVERALL DETERMINATION: No	English	Mathematics	Attendance	Participation Rate
All students	Yes	Yes	Yes	Yes
Black	Yes	Yes		Yes
White	Yes	Yes		Yes
Free/reduced lunch	Yes	Yes		Yes
Special education	Yes	No		Yes

Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students" not for subgroups.

2007-2008 PUBLIC LAW 221 CATEGORY PLACEMENT *Figure E*

As Determined by the Indiana Department of Education

Category Placement:	Academic Progress
The school demonstrated improvement of 15.8 percent in ISTEP+ pass rates and an overall pass rate of 59.0 percent to receive an "Academic Progress" placement.	
<i>Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.</i>	

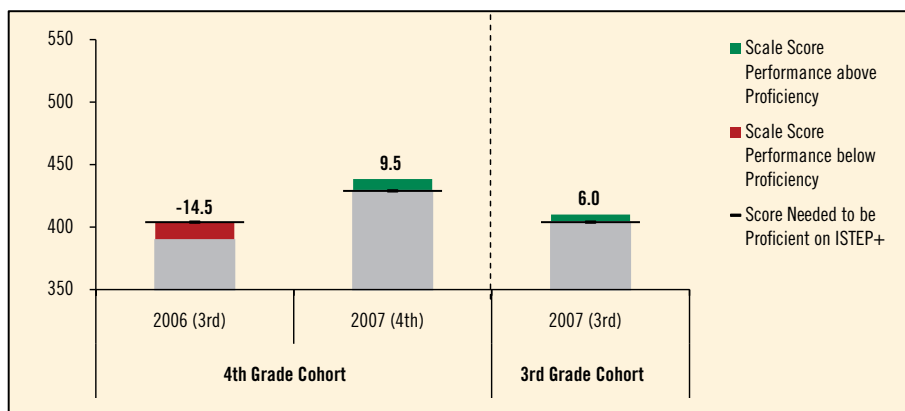
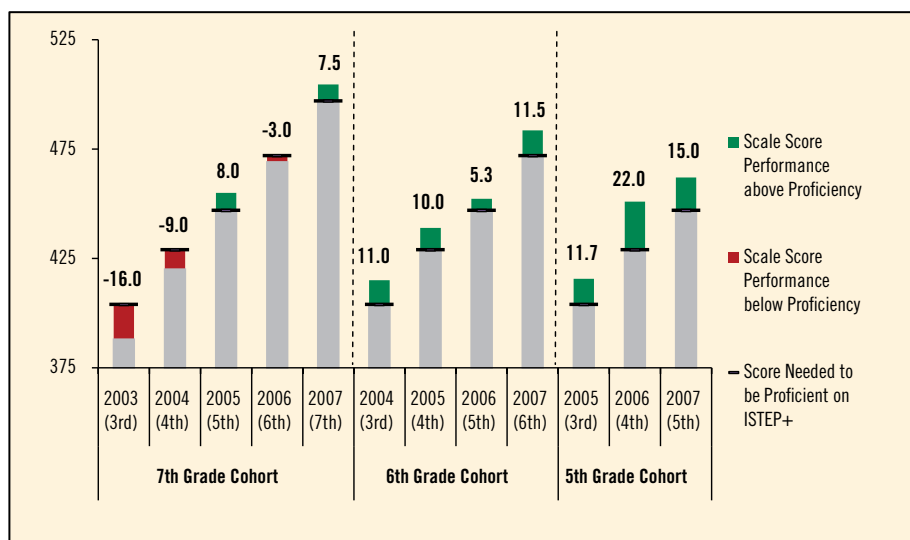
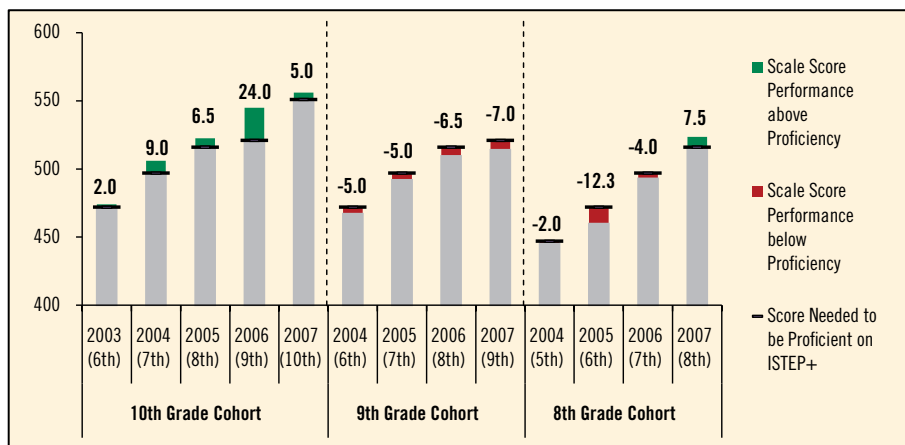
ISTEP+ RESULTS

Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and mathematics. Figure F shows how particular classes at the school have scored on the ISTEP+ over time. The difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+ is an indication of how well students have mastered grade-level material. An improving class would have larger and larger green bars (rising higher above proficiency) or smaller and smaller red bars (approaching proficiency). A declining class would show the opposite: shrinking green bars or growing red bars. These simple comparisons of year-to-year performance are not perfect indicators of how much individual students have improved over time because the group of students taking the test changes somewhat each year. However, these comparisons do provide a general indication of overall student growth within classes.



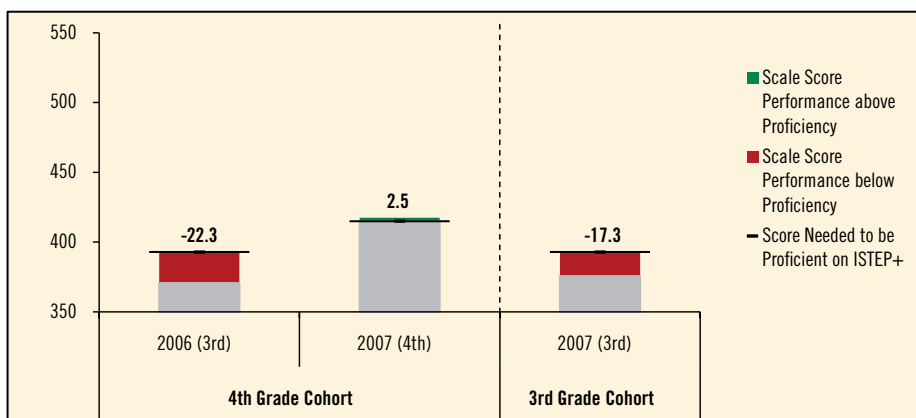
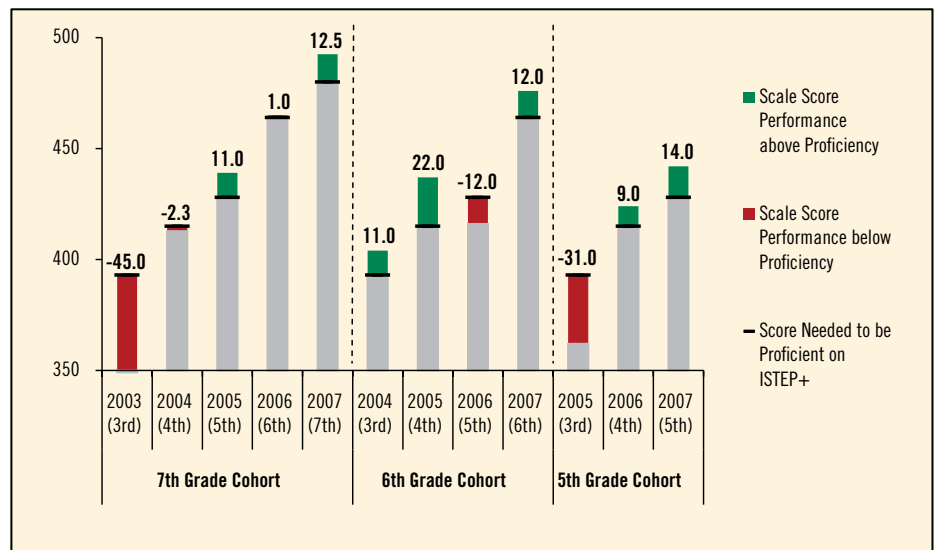
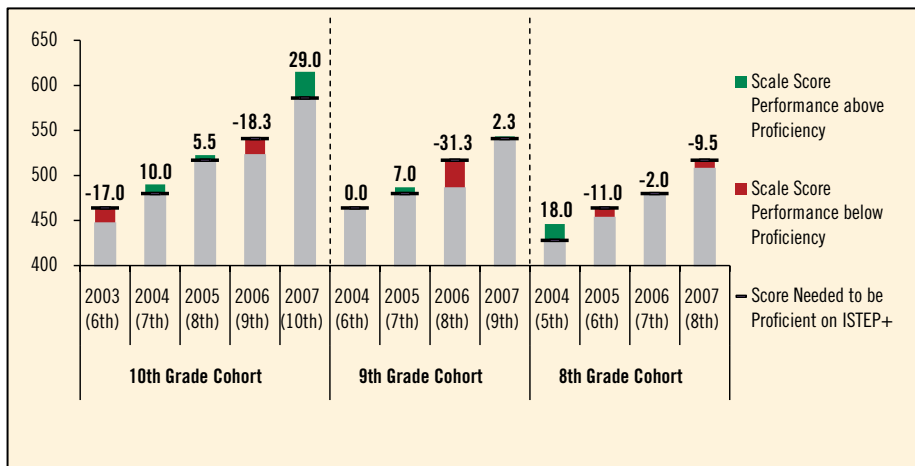
AVERAGE ISTEP+ PERFORMANCE — ENGLISH/LANGUAGE ARTS *Figure F*

Missing years within cohorts indicate that Indiana did not offer a particular subject test in that grade for that year or that no students were in the applicable grade in this school at the time of testing.



How to read these figures: These figures show the difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+. This value is listed above each bar. A green bar indicates that the average student score was above the score needed to be proficient on the ISTEP+. A red bar indicates that the average student score was below the score needed to be proficient on the ISTEP+. For example, in 2003-2004 when the 10th grade cohort was in 6th grade, students were, on average, 2.0 points above proficiency on the English/language arts portion of ISTEP+. However, the next year, as 7th graders, student performance grew to 9.0 points above proficiency.

AVERAGE ISTEP+ PERFORMANCE — MATHEMATICS *Figure F*



How to read these figures: These figures show the difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+. This value is listed above each bar. A green bar indicates that the average student score was above the score needed to be proficient on the ISTEP+. A red bar indicates that the average student score was below the score needed to be proficient on the ISTEP+. For example, in 2003-2004 when the 10th grade cohort was in 6th grade, students were, on average, 17.0 points below proficiency on the mathematics portion of ISTEP+. However, the next year, as 7th graders, student performance grew to 10.0 points above proficiency.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2007-2008 school year:

- Did students gain ground, lose ground or stay even compared to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

Because NWEA does not publish proficiency levels for high school grades, it could not determine what proportion of students in this school made sufficient progress to reach proficiency over time at the high school level. As a result, Figure I only includes data for the school's elementary school students.

COMPARATIVE GAINS: HOW MUCH DID FALL CREEK ACADEMY'S STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at Fall Creek Academy with those of students across Indiana (Figure G) and the United States (Figure H). The figures show where Fall Creek Academy's students gained ground, lost ground or stayed even compared to their peers. Fall Creek Academy's students gained ground compared to their Indiana peers in 18 out of 27 (66 percent) grades and subjects (Figure G). They gained ground compared to their national peers in 17 out of 27 (63 percent) grades and subjects (Figure H).



ACADEMIC PROGRESS

ACADEMIC PROGRESS OF STUDENTS *Figure G*

Fall Creek Academy vs. Indiana Norms (IN), Fall 2007 through Spring 2008

	Fall Creek Academy vs. Indiana Gains		Gained or Lost Ground		
Grade Level/Subject	Student Growth	Indiana Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	6.9	7.6		-0.6	
2 nd grade	10.0	14.0			-4.0
3 rd grade	9.5	10.0		-0.5	
4 th grade	8.1	9.0		-0.9	
5 th grade	8.1	9.0		-0.9	
6 th grade	2.9	7.0			-4.1
7 th grade	4.2	6.0			-1.8
8 th grade	9.4	5.0	4.4		
9 th grade	4.2	3.0	1.2		
10 th grade	9.0	3.0	6.0		
Reading	7.1	5.1	2.0		
2 nd grade	11.5	13.0			-1.5
3 rd grade	15.1	8.0	7.1		
4 th grade	15.0	7.0	8.0		
5 th grade	9.5	6.0	3.5		
6 th grade	3.8	4.0		-0.2	
7 th grade	3.9	3.0	0.9		
8 th grade	4.2	3.0	1.2		
9 th grade	-0.9	1.0			-1.9
10 th grade	12.5	1.0	11.5		
Language Usage	8.0	5.1	3.0		
2 nd grade	20.5	14.0	6.5		
3 rd grade	10.5	8.0	2.5		
4 th grade	10.9	6.0	4.9		
5 th grade	7.5	5.0	2.5		
6 th grade	7.1	4.0	3.1		
7 th grade	5.4	3.0	2.4		
8 th grade	3.2	2.0	1.2		
9 th grade	2.8	1.0	1.8		
10 th grade	12.0	1.0	11.0		
Total	7.4	5.9	1.5		

How to read this figure: The third row, as an example, under the Grade Level/Subject column is 3rd grade mathematics. The numbers in that row show that 3rd grade students at the school made an average gain of 9.5 points, compared to 10.0 points for the average Indiana student. These students “stayed even” compared to the average Indiana student because their average gains were 0.5 points lower. A rating of “stayed even” means there was no statistically significant difference between Fall Creek Academy’s average gains for this grade and subject and the average Indiana gains.

ACADEMIC PROGRESS OF STUDENTS *Figure H*

Fall Creek Academy vs. National Norms (U.S.), Fall 2007 through Spring 2008

	Fall Creek Academy vs. U.S. Gains		Gained or Lost Ground		
Grade Level/Subject	Student Growth	U.S. Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	6.9	7.7		-0.8	
2 nd grade	10.0	14.0			-4.0
3 rd grade	9.5	11.0			-1.5
4 th grade	8.1	9.0		-0.9	
5 th grade	8.1	9.0		-0.9	
6 th grade	2.9	7.0			-4.1
7 th grade	4.2	6.0			-1.8
8 th grade	9.4	5.0	4.4		
9 th grade	4.2	3.0	1.2		
10 th grade	9.0	3.0	6.0		
Reading	7.1	5.2	1.9		
2 nd grade	11.5	13.0			-1.5
3 rd grade	15.1	9.0	6.1		
4 th grade	15.0	7.0	8.0		
5 th grade	9.5	5.0	4.5		
6 th grade	3.8	4.0		-0.2	
7 th grade	3.9	3.0	0.9		
8 th grade	4.2	3.0	1.2		
9 th grade	-0.9	2.0			-2.9
10 th grade	12.5	1.0	11.5		
Language Usage	8.0	5.4	2.7		
2 nd grade	20.5	14.0	6.5		
3 rd grade	10.5	9.0	1.5		
4 th grade	10.9	6.0	4.9		
5 th grade	7.5	5.0	2.5		
6 th grade	7.1	4.0	3.1		
7 th grade	5.4	3.0	2.4		
8 th grade	3.2	3.0		0.2	
9 th grade	2.8	1.0	1.8		
10 th grade	12.0	1.0	11.0		
Total	7.4	6.1	1.3		

How to read this figure: The second row, as an example, under the Grade Level/Subject column is 2nd grade mathematics. The numbers in that row show that 2nd grade students at the school made an average gain of 10.0 points, compared to 14.0 points for the average U.S. student. These students "lost ground" compared to the average U.S. student because their average gains were 4.0 points lower. A rating of "stayed even" means there was no statistically significant difference between Fall Creek Academy's average gains for this grade and subject and the average U.S. gains.

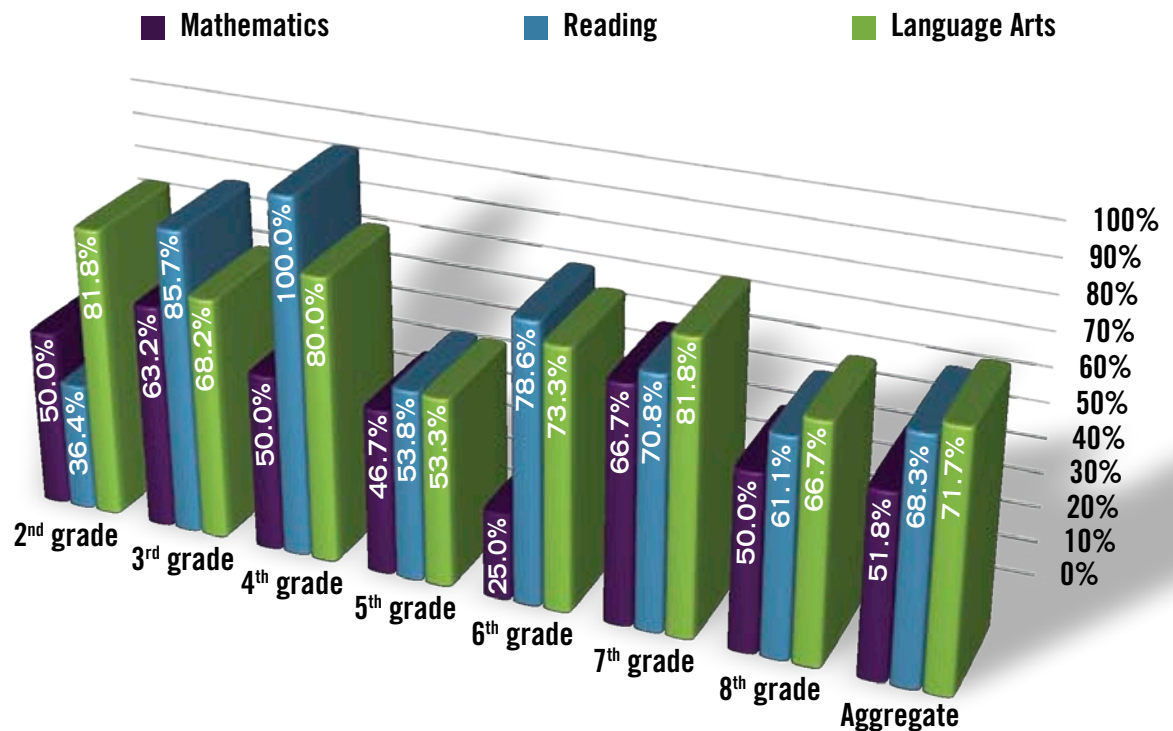
SUFFICIENT GAINS

SUFFICIENT GAINS: WHAT PROPORTION OF STUDENTS ARE ON TRACK TO REACH PROFICIENCY?

NWEA determined the target amount of growth each student needed to achieve between fall 2007 and spring 2008 in order to be on track to become proficient within two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains. NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and Figure I displays the results.

STUDENTS ACHIEVING SUFFICIENT GAINS *Figure I*

To Become Proficient within Two Years



How to read this figure: For example, 2nd grade mathematics shows 50.0 percent. This means that at their current rate of progress, 50.0 percent of 2nd graders enrolled in this school during the 2007-2008 school year made gains large enough that they would be expected to reach proficiency in mathematics in the spring of their 4th grade year and, therefore, pass the ISTEP+ the following fall.

QUESTION 2:

IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY *Figure J*

Findings from Expert Site Visit Teams, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by Mayor's Office

Findings	
Fiscal Health	<p>The school's financial systems were managed satisfactorily in 2007-2008 with no significant problems, due in part to the Greater Educational Opportunities (GEO) Foundation's support and management. During the 2007-2008 school year, the Indiana State Board of Accounts (SBOA) examined the school's finances for the time period of July 1, 2005 to June 30, 2007. The school's response to the SBOA's findings was included in the official examination. The report outlined minor findings related to the school's financial accounting practices. In its response, the school disputed whether certain rules applied. Similar findings were found on the school's prior SBOA examination suggesting that the school has not yet addressed these issues.</p>
Board Governance	<p>The school's board has a diversity of expertise and backgrounds. The board experienced substantial changes in 2007-2008 as two board members resigned and four new board members joined. Board meeting attendance must improve as two board members missed every board meeting during the 2007-2008 academic year.</p>
Leadership	<p>The school experienced leadership turnover this year and will have a new principal for the 2008-2009 academic year. In addition, the GEO Foundation, which manages the school, added specialized positions in 2007-2008 in order to provide the school with additional resources, including a Director of Schools and a Director of Communications and Marketing.</p>

PARENT AND STAFF SURVEY RESULTS

PARENT EVALUATION *Figure K*

Quality of education “very good” or “excellent”	40%
Satisfied with...	
Individualized student attention	69%
Curriculum/academic program	78%
Class size	75%
Quality of teaching/instruction	73%
Opportunities for parent participation	90%
School administration	71%
Faculty/teachers	75%
Services provided to students with special needs	46%
Likely to...	
Recommend school to friends or colleagues	53%
Return to school	68%
Overall satisfaction	73%

STAFF EVALUATION *Figure L*

Quality of education “very good” or “excellent”	58%
School improvement efforts are...	
Focused on student learning	77%
Based on research evidence	62%
Principal at this school...	
Tracks student progress	77%
Works directly with teachers	58%
Makes clear the expectations	65%
Communicates a clear vision	65%
Likely to...	
Return to school	81%
Overall satisfaction	85%

100 percent of 4th graders enrolled in Fall Creek Academy made gains large enough that they are expected to reach proficiency in reading in the spring of their 6th grade year.

QUESTION 3:

IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Fall Creek Academy satisfied its obligations in 2007-2008 for compliance with laws and regulations and in providing access to students across Indianapolis. The school generally met its compliance and reporting obligations to the Mayor's Office and the Indiana Department of Education (IDOE). However, the school was late in submitting its Form 9 to the IDOE, and the school experienced difficulty in submitting financial reports in a timely manner to the Mayor's Office. As was noted in last year's accountability report, the school did not produce teacher licenses in a timely manner. Additionally, Section 3.2B., C. of the school's Charter Agreement requires local, state and national criminal background checks to be completed on all board members; national criminal background checks were not completed for any board member in 2007-2008.

QUESTION 4:

IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Accountability data collected by the Mayor's Office revealed no major concerns specific to the school's ability to provide appropriate conditions for success.



FALL CREEK ACADEMY FIGURE NOTES

The information below provides source references and additional information for all figures appearing in the main report and each school's report.

Figure A: 2007-2008 Enrollment and Demand

Source for student enrollment: The Indiana Department of Education (IDOE) website, based on schools' Pupil Enrollment Count reported every fall.

Source for maximum possible enrollment: Each school's charter, on file with the Mayor's Office.

Source for number of students on waiting lists: Schools' self-report of data as of August 1, 2008.

Note: A school may elect to maintain a smaller overall enrollment than that allowed by its charter with the Mayor's Office.

Figure B: Student Composition

Source for race/ethnicity and free/reduced lunch data: Indiana Department of Education (IDOE) website.

Source for Special Education: IDOE website, Special Education count reported December 1, 2007.

Source for Limited English Proficiency: IDOE Division of Language Minority and Migrant Programs, count reported in March 2008.

Figure C: 2007-2008 Attendance Rate

Source: Indiana Department of Education website, preliminary figures.

Figure D: 2007-2008 Adequate Yearly Progress

Source: Indiana Department of Education (IDOE).

Note: AYP determinations are required by the federal No Child Left Behind Act. If a school enrolled fewer than 30 students in a particular subgroup for a full year prior to testing, the IDOE does not issue an AYP determination for that subgroup's performance. If a school enrolled fewer than 40 students in a particular subgroup at the time of testing, the IDOE does not issue an AYP determination for that subgroup's participation. None of the Mayor-sponsored charter schools had the necessary number of qualifying students in American Native and Asian subgroups.

Figure E: 2007-2008 Public Law 221 Category Placement

Source: Indiana Department of Education (IDOE).

Note: Public Law 221 category placements are required annually by Indiana law. A school is placed into one of five categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch and Academic Probation – based on a combination of the school's improvement in achievement on the ISTEP+ and the school's overall ISTEP+ pass rate. In addition, regardless of its performance on the ISTEP+, a school that does not make AYP for two consecutive years in the same content area or subgroup cannot receive a category placement higher than Academic Progress. For purposes of Public Law 221, the IDOE considers the results of the English and math portions of the ISTEP+, but not the science portion. To determine improvement, the IDOE uses the greater of (a) the school's change in ISTEP+ pass rates over the most recent year or (b) the school's average change in ISTEP+ pass rates over the past three years. Only students who attended the school for at least 126 days during the 2006-2007 school year and took the fall 2007 ISTEP+ at that same school are included in one-year gain calculations for the 2007-2008 category placements. The IDOE calculated a school's "overall" pass rate using the ISTEP+ results of all students who attended the school on May 1, 2007, regardless of which school the students attended when they took the fall 2007 ISTEP+.

Figure F: Average ISTEP+ Performance

Source: The IDOE.

Figure G: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. Indiana Norms (IN), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure H: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. National Norms (U.S.), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure I: Students Achieving Sufficient Gains To Become Proficient Within Two Years

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association (NWEA), 2008.

Note: For 7th and 8th grade students, "sufficient gains" means sufficient to pass proficiency on the ISTEP+ in the fall of 9th grade. To determine what score is proficient, NWEA conducted a study in 2003 that found a high correlation between student scores on the Measures of Academic Progress (MAP) test and the ISTEP+, allowing NWEA to pinpoint a MAP score that equates with a passing score on the ISTEP+ in each grade and subject. As NWEA has not calculated these cut scores for grades 10 through 12, NWEA was unable to calculate sufficient gains for 9th through 12th grades.

Figure K: Parent Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Very satisfied" and "somewhat satisfied" responses are on a five-point scale that also included "satisfied," "somewhat dissatisfied" and "very dissatisfied." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Students with special needs include, for example, those for whom English is a second language or those with disabilities or other academic difficulties.

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

Figure L: Staff Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Strongly agree" and "agree" responses are on a six-point scale that also included "agree a little," "disagree a little," "disagree" and "strongly disagree." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

FLANNER HOUSE ELEMENTARY SCHOOL

INNOVATION IN EDUCATION

By fostering critical thinking and problem-solving skills, Flanner House Elementary School seeks to build a solid foundation and provide positive motivation for life-long learning among its students. The school strives to educate the “whole person” in order to allow students to achieve their highest potential.

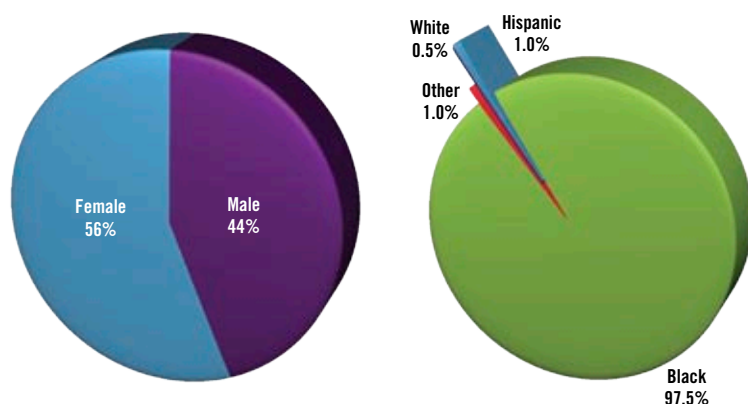
ENROLLMENT AND DEMAND *Figure A*

	2007-2008	At Capacity
Grades served	K-6	K-6
Maximum possible enrollment	300	300
Students enrolled	233	N/A
Students on waiting list	38	N/A

“N/A” denotes “Not Applicable.” It is possible for a school that has not reached maximum enrollment to have a waiting list because some grade levels may be fully enrolled with a waiting list, while other grade levels may have openings.

STUDENT COMPOSITION *Figure B*

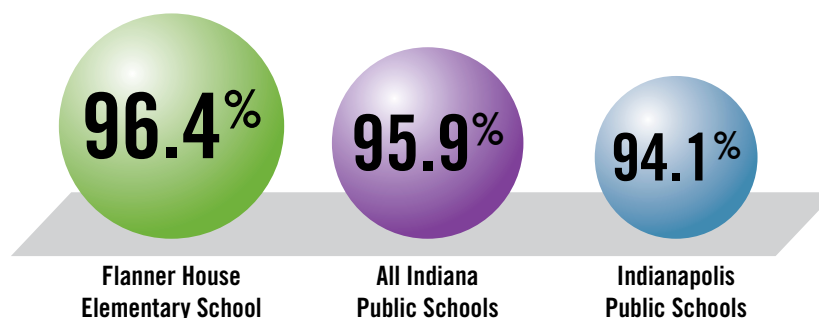
2007-2008 Demographics:



Free/reduced lunch	78.0%
Special education	7.7%
Limited English proficiency	—

Note: The Indiana Department of Education does not release the number of Limited English Proficiency students in a school if that number is less than 10.

2007-2008 ATTENDANCE RATE *Figure C*



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

2007-2008 ADEQUATE YEARLY PROGRESS *Figure D*

As Determined by the Indiana Department of Education

OVERALL DETERMINATION: No	English	Mathematics	Attendance	Participation Rate
All students	Yes	Yes	Yes	Yes
Black	Yes	Yes		Yes
Free/reduced lunch	No	Yes		Yes
<i>Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.</i>				

2007-2008 PUBLIC LAW 221 CATEGORY PLACEMENT *Figure E*

As Determined by the Indiana Department of Education

Category Placement:	Exemplary Progress
The school demonstrated an increase of 5 percent in ISTEP+ pass rates and an overall pass rate of 62.3 percent to receive an "Exemplary Progress" placement.	
<i>Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.</i>	

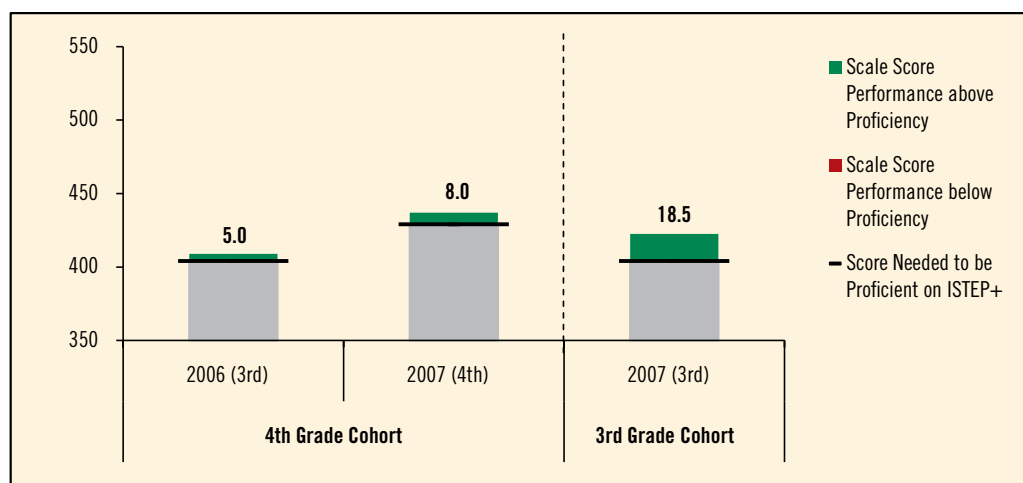
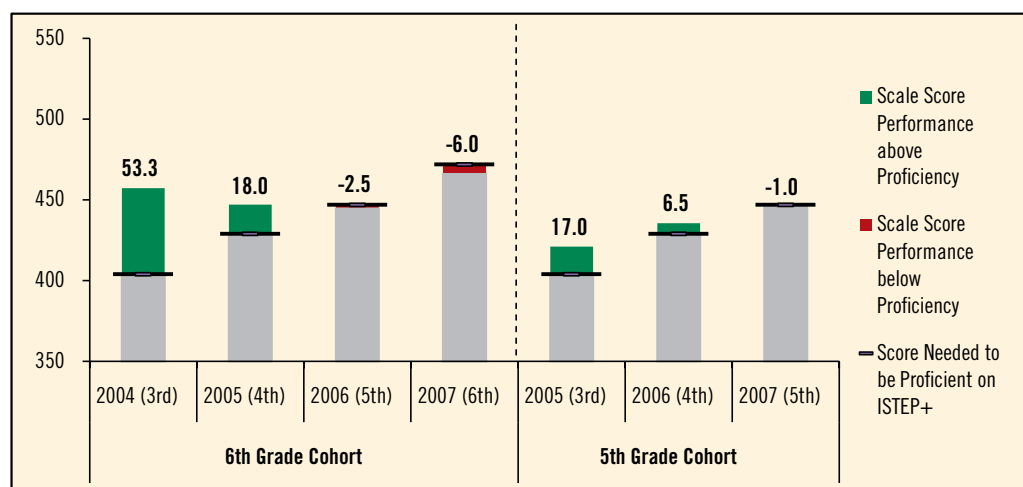
ISTEP+ RESULTS

Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and mathematics. Figure F shows how particular classes at the school have scored on the ISTEP+ over time. The difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+ is an indication of how well students have mastered grade-level material. An improving class would have larger and larger green bars (rising higher above proficiency) or smaller and smaller red bars (approaching proficiency). A declining class would show the opposite: shrinking green bars or growing red bars. These simple comparisons of year-to-year performance are not perfect indicators of how much individual students have improved over time because the group of students taking the test changes somewhat each year. However, these comparisons do provide a general indication of overall student growth within classes.



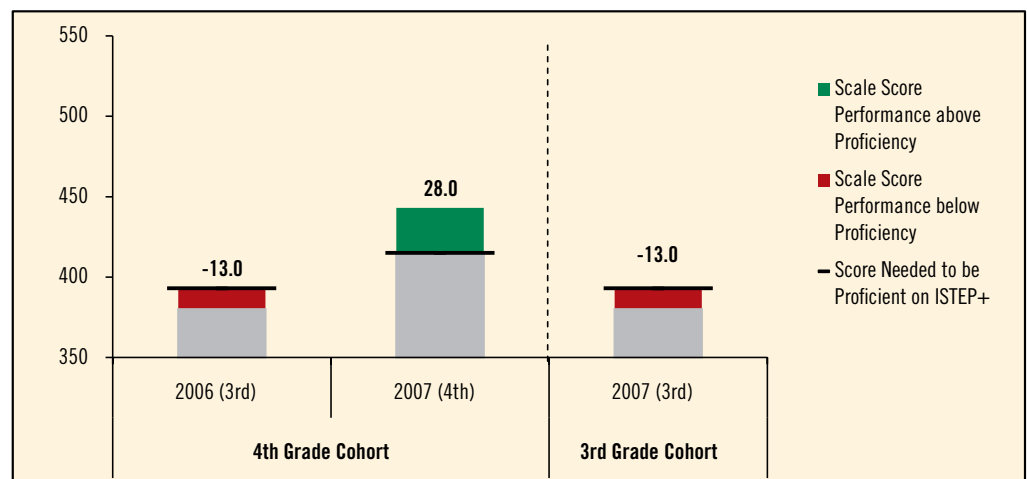
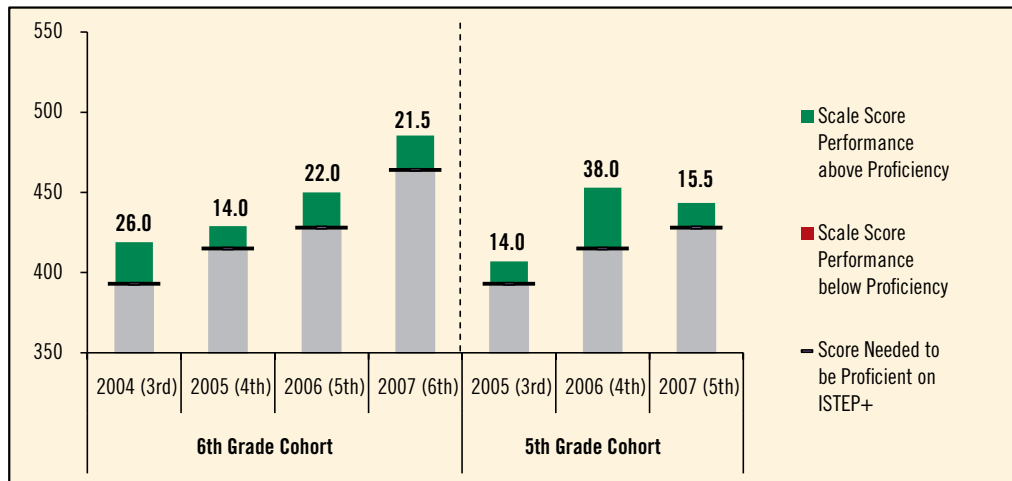
AVERAGE ISTEP+ PERFORMANCE — ENGLISH/LANGUAGE ARTS *Figure F*

Missing years within cohorts indicate that Indiana did not offer a particular subject test in that grade for that year or that no students were in the applicable grade in this school at the time of testing.



How to read these figures: These figures show the difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+. This value is listed above each bar. A green bar indicates that the average student score was above the score needed to be proficient on the ISTEP+. A red bar indicates that the average student score was below the score needed to be proficient on the ISTEP+. For example, in 2004-2005 when the 6th grade cohort was in 3rd grade, students were, on average, 53.3 points above proficiency on the English/language arts portion of ISTEP+. However, the next year, as 4th graders, student performance fell to 18.0 points above proficiency.

AVERAGE ISTEP+ PERFORMANCE — MATHEMATICS *Figure F*



How to read these figures: These figures show the difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+. This value is listed above each bar. A green bar indicates that the average student score was above the score needed to be proficient on the ISTEP+. A red bar indicates that the average student score was below the score needed to be proficient on the ISTEP+. For example, in 2004-2005 when the 6th grade cohort was in 3^d grade, students were, on average, 26.0 points above proficiency on the mathematics portion of ISTEP+. However, the next year, as 4th graders, student performance fell to 14.0 points above proficiency.

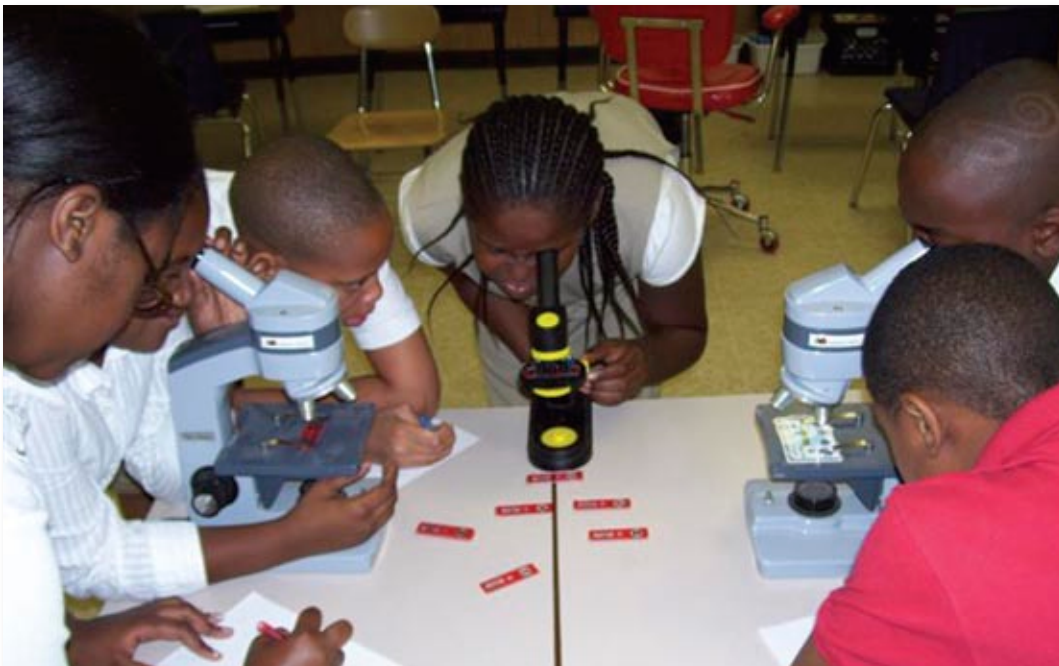
GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2007-2008 school year:

- Did students gain ground, lose ground or stay even compared to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

COMPARATIVE GAINS: HOW MUCH DID FLANNER HOUSE ELEMENTARY SCHOOL'S STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at Flanner House Elementary School with those of students across Indiana (Figure G) and the United States (Figure H). The figures show where Flanner House Elementary School's students gained ground, lost ground or stayed even compared to their peers. Flanner House Elementary School's students gained ground compared to their Indiana peers in 11 out of 15 (73 percent) grades and subjects (Figure G). They gained ground compared to their national peers in 10 out of 15 (67 percent) grades and subjects (Figure H).



ACADEMIC PROGRESS

ACADEMIC PROGRESS OF STUDENTS *Figure G*

Flanner House Elementary School vs. Indiana Norms (IN), Fall 2007 through Spring 2008

	Flanner House Elementary School vs. Indiana Gains		Gained or Lost Ground		
Grade Level/Subject	Student Growth	Indiana Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	12.5	10.2	2.3		
2 nd grade	15.8	14.0	1.8		
3 rd grade	12.8	10.0	2.8		
4 th grade	10.4	9.0	1.4		
5 th grade	13.1	9.0	4.1		
6 th grade	8.5	7.0	1.5		
Reading	10.1	8.3	1.8		
2 nd grade	11.8	13.0			-1.2
3 rd grade	8.6	8.0		0.6	
4 th grade	14.0	7.0	7.0		
5 th grade	9.2	6.0	3.2		
6 th grade	1.6	4.0			-2.4
Language Usage	11.4	8.1	3.3		
2 nd grade	14.3	14.0		0.3	
3 rd grade	9.6	8.0	1.6		
4 th grade	13.6	6.0	7.6		
5 th grade	8.3	5.0	3.3		
6 th grade	9.9	4.0	5.9		
Total	11.4	8.9	2.5		

How to read this figure: The third row, as an example, under the Grade/Subject column is 3rd grade mathematics. The numbers in that row show that 3rd grade students at the school made an average gain of 12.8 points, compared to 10.0 points for the average Indiana student. These students "gained ground" compared to the average Indiana student because their average gains were 2.8 points higher. A rating of "stayed even" means there was no statistically significant difference between Flanner House Elementary School's average gains for this grade and subject and the average Indiana gains.

FACT

Flanner House Elementary School's students gained ground compared to their Indiana peers in 11 out of 15 (73 percent) grades and subjects.

ACADEMIC PROGRESS OF STUDENTS *Figure H*

Flanner House Elementary School vs. National Norms (U.S.), Fall 2007 through Spring 2008

Grade Level/Subject	Flanner House Elementary School vs. U.S. Gains		Gained or Lost Ground		
	Student Growth	U.S. Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	12.5	10.5	2.1		
2 nd grade	15.8	14.0	1.8		
3 rd grade	12.8	11.0	1.8		
4 th grade	10.4	9.0	1.4		
5 th grade	13.1	9.0	4.1		
6 th grade	8.5	7.0	1.5		
Reading	10.1	8.3	1.7		
2 nd grade	11.8	13.0			-1.2
3 rd grade	8.6	9.0		-0.4	
4 th grade	14.0	7.0	7.0		
5 th grade	9.2	5.0	4.2		
6 th grade	1.6	4.0			-2.4
Language Usage	11.4	8.4	3.0		
2 nd grade	14.3	14.0		0.3	
3 rd grade	9.6	9.0		0.6	
4 th grade	13.6	6.0	7.6		
5 th grade	8.3	5.0	3.3		
6 th grade	9.9	4.0	5.9		
Total	11.4	9.1	2.3		

How to read this figure: The second row, as an example, under the Grade/Subject column is 2nd grade mathematics. The numbers in that row show that 2nd grade students at the school made an average gain of 15.8 points, compared to 14.0 points for the average U.S. student. These students "gained ground" compared to the average U.S. student because their average gains were 1.8 points higher. A rating of "stayed even" means there was no statistically significant difference between Flanner House Elementary School's average gains for this grade and subject and the average U.S. gains.

FACT

Flanner House Elementary School gained ground compared to their national peers in 10 out of 15 (67 percent) grades and subjects.

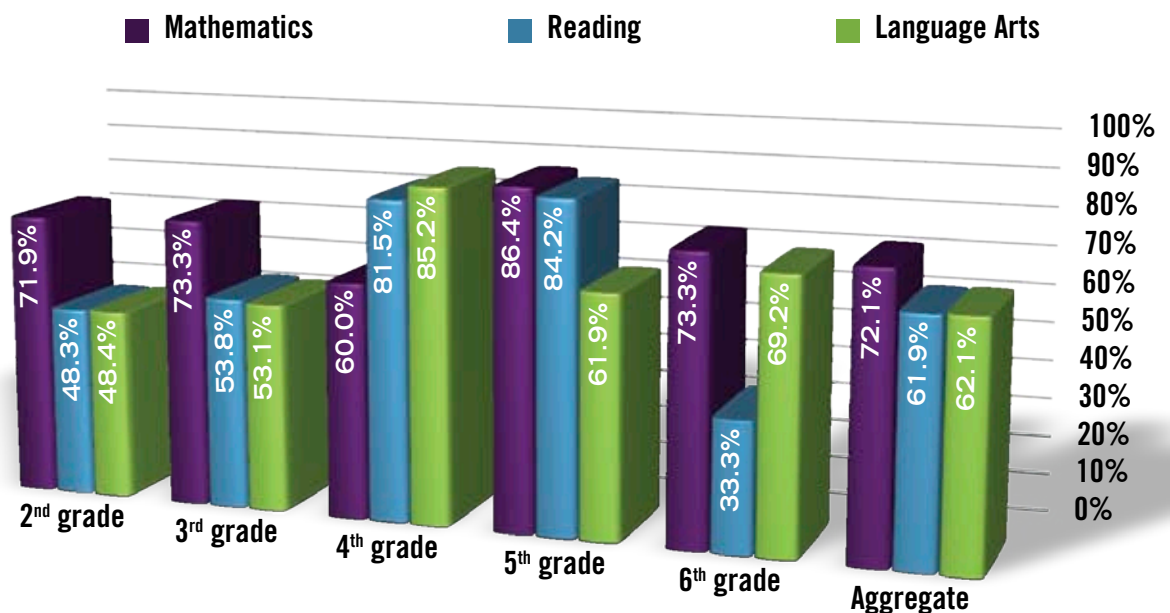
SUFFICIENT GAINS

SUFFICIENT GAINS: WHAT PROPORTION OF STUDENTS ARE ON TRACK TO REACH PROFICIENCY?

NWEA determined the target amount of growth each student needed to achieve between fall 2007 and spring 2008 in order to be on track to become proficient within two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains. NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and Figure I displays the results.

STUDENTS ACHIEVING SUFFICIENT GAINS *Figure I*

To Become Proficient within Two Years



How to read this figure: For example, 2nd grade mathematics shows 71.9 percent. This means that at their current rate of progress, 71.9 percent of 2nd graders enrolled in this school during the 2007-2008 school year made gains large enough that they would be expected to reach proficiency in mathematics in the spring of their 4th grade year and, therefore, pass the ISTEP+ the following fall.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY *Figure J*

Findings from Expert Site Visit Teams, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by Mayor's Office

	Findings
Fiscal Health	The school is currently in satisfactory fiscal health. As the school progresses with its facility redevelopment plans, it must develop and implement a sound financial plan to support increased facility costs. During the 2007-2008 school year, the Indiana State Board of Accounts (SBOA) examined the school's finances for the time period of July 1, 2005 to June 30, 2007. The school did not respond to the SBOA findings in time for the response to be included in the official report. Similar findings, including employee compensation issues, were found on the school's prior SBOA examination suggesting that the school has not yet addressed these issues.
Board Governance	The board strongly believes in the school's mission and is committed to the school's success. Board meeting attendance, however, needs to improve as four of the board's nine members missed three or more of the board's seven meetings during the 2007-2008 school year.
Leadership	School leaders are committed to improvement and to recognizing and responding to school needs.



PARENT AND STAFF SURVEY RESULTS

PARENT EVALUATION *Figure K*

Quality of education “very good” or “excellent”	71%
Satisfied with...	
Individualized student attention	85%
Curriculum/academic program	89%
Class size	93%
Quality of teaching/instruction	88%
Opportunities for parent participation	94%
School administration	83%
Faculty/teachers	88%
Services provided to students with special needs	49%
Likely to...	
Recommend school to friends or colleagues	71%
Return to school	71%
Overall satisfaction	85%

STAFF EVALUATION *Figure L*

Quality of education “very good” or “excellent”	80%
School improvement efforts are...	
Focused on student learning	95%
Based on research evidence	70%
Principal at this school...	
Tracks student progress	84%
Works directly with teachers	74%
Makes clear the expectations	89%
Communicates a clear vision	89%
Likely to...	
Return to school	90%
Overall satisfaction	90%

FACT

School leaders are committed to improvement and to recognizing and responding to school needs.

QUESTION 3:

IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Flanner House Elementary School satisfied its obligations in 2007-2008 for compliance with laws and regulations and in providing access to students across Indianapolis. The school experienced some difficulty in submitting teacher licenses in a timely manner to the Mayor's Office. Additionally, Section 3.2B., C. of the school's Charter Agreement requires local, state and national criminal background checks to be completed on all board members; national criminal background checks have not yet been completed for all board members.

QUESTION 4:

IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Accountability data collected by the Mayor's Office revealed no major concerns specific to the school's ability to provide appropriate conditions for success.



FLANNER HOUSE ELEMENTARY SCHOOL

FIGURE NOTES

The information below provides source references and additional information for all figures appearing in the main report and each school's report.

Figure A: 2007-2008 Enrollment and Demand

Source for student enrollment: The Indiana Department of Education (IDOE) website, based on schools' Pupil Enrollment Count reported every fall.

Source for maximum possible enrollment: Each school's charter, on file with the Mayor's Office.

Source for number of students on waiting lists: Schools' self-report of data as of August 1, 2008.

Note: A school may elect to maintain a smaller overall enrollment than that allowed by its charter with the Mayor's Office.

Figure B: Student Composition

Source for race/ethnicity and free/reduced lunch data: Indiana Department of Education (IDOE) website.

Source for Special Education: IDOE website, Special Education count reported December 1, 2007.

Source for Limited English Proficiency: IDOE Division of Language Minority and Migrant Programs, count reported in March 2008.

Figure C: 2007-2008 Attendance Rate

Source: Indiana Department of Education website, preliminary figures.

Figure D: 2007-2008 Adequate Yearly Progress

Source: Indiana Department of Education (IDOE).

Note: AYP determinations are required by the federal No Child Left Behind Act. If a school enrolled fewer than 30 students in a particular subgroup for a full year prior to testing, the IDOE does not issue an AYP determination for that subgroup's performance. If a school enrolled fewer than 40 students in a particular subgroup at the time of testing, the IDOE does not issue an AYP determination for that subgroup's participation. None of the Mayor-sponsored charter schools had the necessary number of qualifying students in the American Native and Asian subgroups.

Figure E: 2007-2008 Public Law 221 Category Placement

Source: Indiana Department of Education (IDOE).

Note: Public Law 221 category placements are required annually by Indiana law. A school is placed into one of five categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch and Academic Probation – based on a combination of the school's improvement in achievement on the ISTEP+ and the school's overall ISTEP+ pass rate. In addition, regardless of its performance on the ISTEP+, a school that does not make AYP for two consecutive years in the same content area or subgroup cannot receive a category placement higher than Academic Progress. For purposes of Public Law 221, the IDOE considers the results of the English and math portions of the ISTEP+, but not the science portion. To determine improvement, the IDOE uses the greater of (a) the school's change in ISTEP+ pass rates over the most recent year or (b) the school's average change in ISTEP+ pass rates over the past three years. Only students who attended the school for at least 126 days during the 2006-2007 school year and took the fall 2007 ISTEP+ at that same school are included in one-year gain calculations for the 2007-2008 category placements. The IDOE calculated a school's "overall" pass rate using the ISTEP+ results of all students who attended the school on May 1, 2007, regardless of which school the students attended when they took the fall 2007 ISTEP+.

Figure F: Average ISTEP+ Performance

Source: The IDOE.

Figure G: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. Indiana Norms (IN), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure H: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. National Norms (U.S.), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure I: Students Achieving Sufficient Gains To Become Proficient Within Two Years

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association (NWEA), 2008.

Note: For 7th and 8th grade students, "sufficient gains" means sufficient to pass proficiency on the ISTEP+ in the fall of 9th grade. To determine what score is proficient, NWEA conducted a study in 2003 that found a high correlation between student scores on the Measures of Academic Progress (MAP) test and the ISTEP+, allowing NWEA to pinpoint a MAP score that equates with a passing score on the ISTEP+ in each grade and subject. As NWEA has not calculated these cut scores for grades 10 through 12, NWEA was unable to calculate sufficient gains for 9th through 12th grades.

Figure K: Parent Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Very satisfied" and "somewhat satisfied" responses are on a five-point scale that also included "satisfied," "somewhat dissatisfied" and "very dissatisfied." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Students with special needs include, for example, those for whom English is a second language or those with disabilities or other academic difficulties.

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

Figure L: Staff Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Strongly agree" and "agree" responses are on a six-point scale that also included "agree a little," "disagree a little," "disagree" and "strongly disagree." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

FOUNTAIN SQUARE ACADEMY

INNOVATION IN EDUCATION

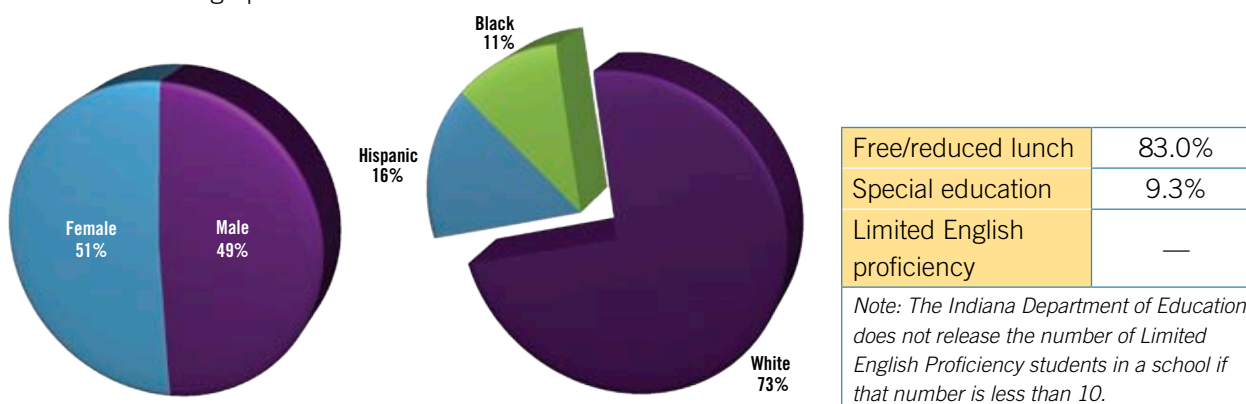
Fountain Square Academy seeks to use computer technology to engage students in learning and to continually track students' academic progress. The school endeavors for students to learn at their own pace and benefit from individualized attention from teachers whose mission is to promote academic achievement and character development.

ENROLLMENT AND DEMAND *Figure A*

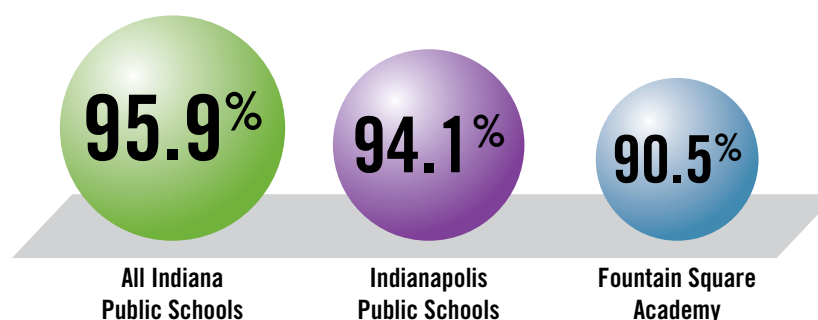
	2007-2008	At Capacity
Grades served	5-12	5-12
Maximum possible enrollment	280	322
Students enrolled	237	N/A
Students on waiting list	0	N/A
"N/A" denotes "Not Applicable."		

STUDENT COMPOSITION *Figure B*

2007-2008 Demographics:



2007-2008 ATTENDANCE RATE *Figure C*



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

2007-2008 ADEQUATE YEARLY PROGRESS *Figure D*

As Determined by the Indiana Department of Education

OVERALL DETERMINATION: No	English	Mathematics	Attendance	Participation Rate
All students	No	No	No	Yes
Black	No	No		No
Free/reduced lunch	No	No		Yes
<i>Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.</i>				

2007-2008 PUBLIC LAW 221 CATEGORY PLACEMENT *Figure E*

As Determined by the Indiana Department of Education

Category Placement:	Academic Probation
The school demonstrated a decrease of 1.6 percent in ISTEP+ pass rates and an overall pass rate of 35.7 percent to receive an "Academic Probation" placement.	
<i>Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.</i>	

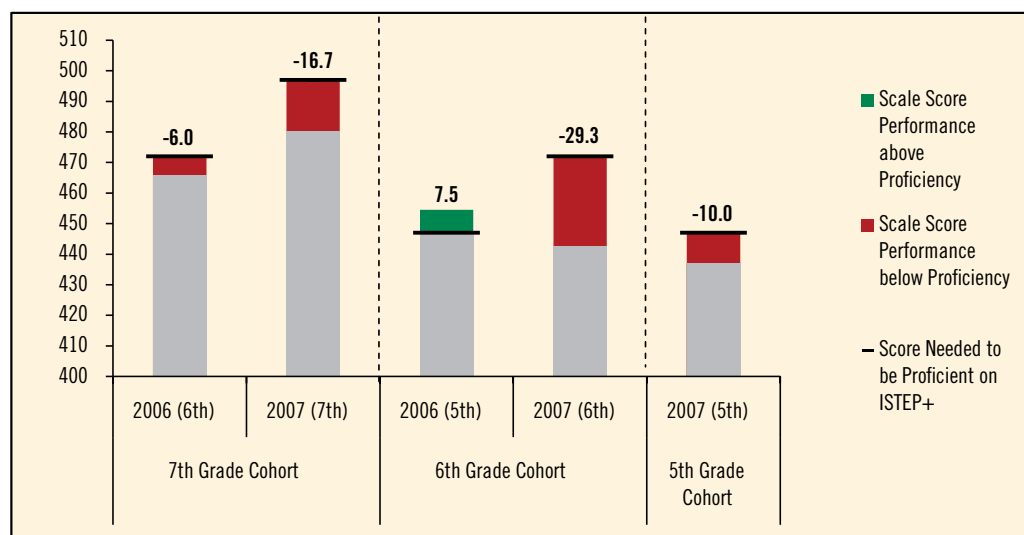
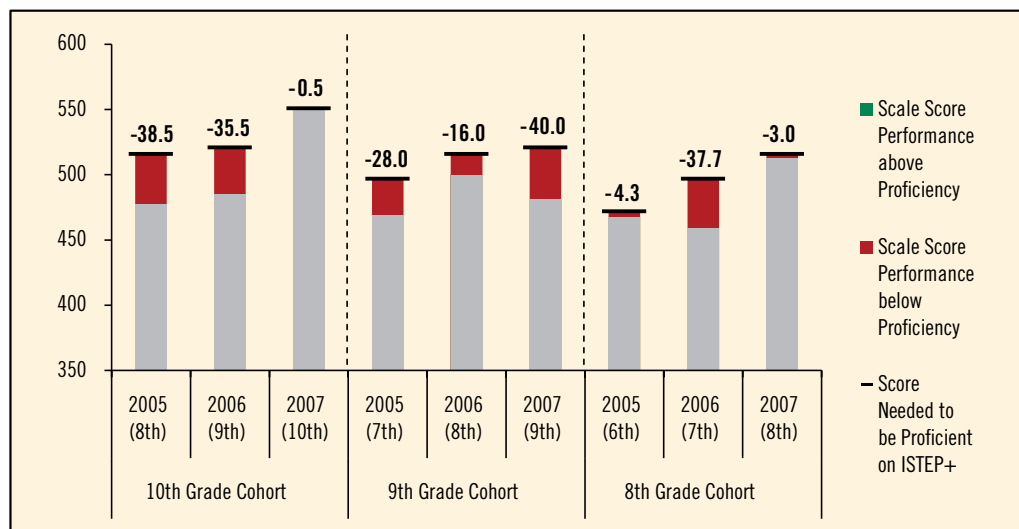
ISTEP+ RESULTS

Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and mathematics. Figure F shows how particular classes at the school have scored on the ISTEP+ over time. The difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+ is an indication of how well students have mastered grade-level material. An improving class would have larger and larger green bars (rising higher above proficiency) or smaller and smaller red bars (approaching proficiency). A declining class would show the opposite: shrinking green bars or growing red bars. These simple comparisons of year-to-year performance are not perfect indicators of how much individual students have improved over time because the group of students taking the test changes somewhat each year. However, these comparisons do provide a general indication of overall student growth within classes.



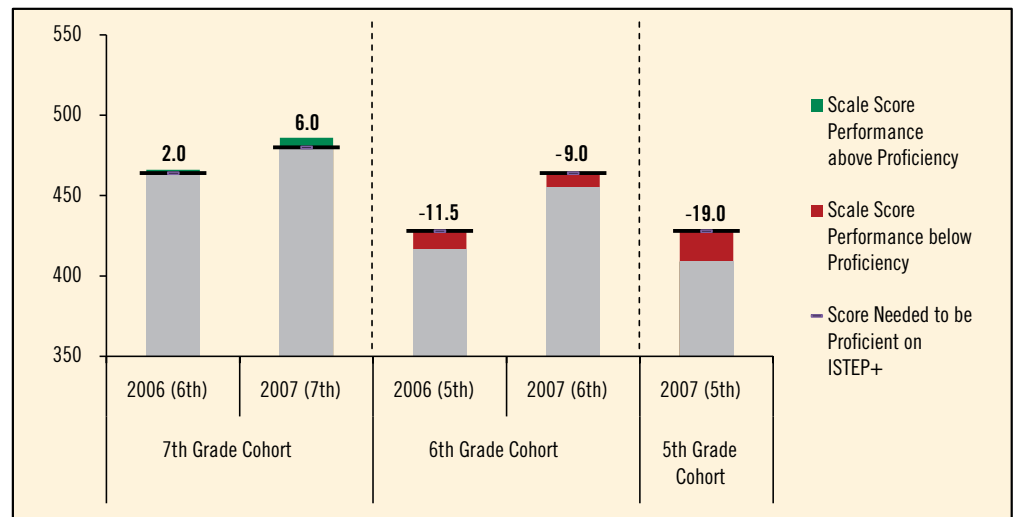
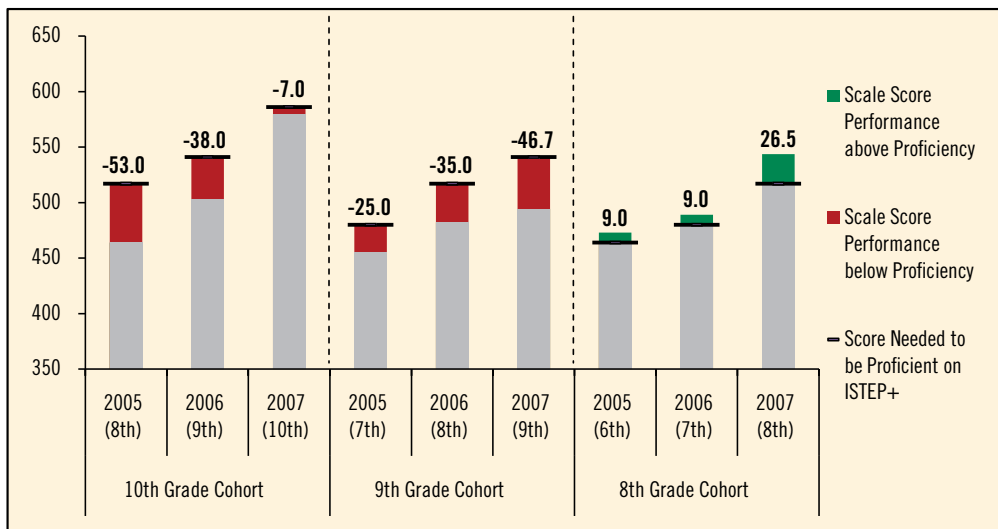
AVERAGE ISTEP+ PERFORMANCE — ENGLISH/LANGUAGE ARTS *Figure F*

Missing years within cohorts indicate that Indiana did not offer a particular subject test in that grade for that year or that no students were in the applicable grade in this school at the time of testing.



How to read these figures: These figures show the difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+. This value is listed above each bar. A green bar indicates that the average student score was above the score needed to be proficient on the ISTEP+. A red bar indicates that the average student score was below the score needed to be proficient on the ISTEP+. For example, in 2005-2006 when the 10th grade cohort was in 8th grade, students were, on average, 38.5 points below proficiency on the English/language arts portion of ISTEP+. However, the next year, as 9th graders, student performance grew to 35.5 points below proficiency.

AVERAGE ISTEP+ PERFORMANCE — MATHEMATICS *Figure F*



How to read these figures: These figures show the difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+. This value is listed above each bar. A green bar indicates that the average student score was above the score needed to be proficient on the ISTEP+. A red bar indicates that the average student score was below the score needed to be proficient on the ISTEP+. For example, in 2005-2006 when the 10th grade cohort was in 8th grade, students were, on average, 53.0 points below proficiency on the mathematics portion of ISTEP+. However, the next year, as 9th graders, student performance grew to 38.0 points below proficiency.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2007-2008 school year:

- Did students gain ground, lose ground or stay even compared to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

Because NWEA does not publish proficiency levels for high school grades, it could not determine what proportion of students in this school made sufficient progress to reach proficiency over time at the high school level. As a result, Figure I only includes data for the school's middle school students.

COMPARATIVE GAINS: HOW MUCH DID FOUNTAIN SQUARE ACADEMY'S STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at Fountain Square Academy with those of students across Indiana (Figure G) and the United States (Figure H). The figures show where Fountain Square Academy's students gained ground, lost ground or stayed even compared to their peers. Fountain Square Academy's students gained ground compared to their Indiana peers in 13 out of 18 (72 percent) grades and subjects (Figure G). They gained ground compared to their national peers in 13 out of 18 (72 percent) grades and subjects (Figure H).



ACADEMIC PROGRESS

ACADEMIC PROGRESS OF STUDENTS *Figure G*

Fountain Square Academy vs. Indiana Norms (IN), Fall 2007 through Spring 2008

	Fountain Square Academy vs. Indiana Gains		Gained or Lost Ground		
Grade Level/Subject	Student Growth	Indiana Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	7.0	5.3	1.7		
5 th grade	9.4	9.0		0.4	
6 th grade	10.2	7.0	3.2		
7 th grade	11.0	6.0	5.0		
8 th grade	6.4	5.0	1.4		
9 th grade	1.9	3.0			-1.1
10 th grade	1.1	3.0			-1.9
Reading	6.0	3.0	3.0		
5 th grade	5.9	6.0		-0.1	
6 th grade	5.9	4.0	1.9		
7 th grade	7.2	3.0	4.2		
8 th grade	7.1	3.0	4.1		
9 th grade	3.8	1.0	2.8		
10 th grade	1.9	1.0	0.9		
Language Usage	4.8	2.5	2.3		
5 th grade	11.8	5.0	6.8		
6 th grade	8.2	4.0	4.2		
7 th grade	4.7	3.0	1.7		
8 th grade	3.8	2.0	1.8		
9 th grade	4.0	1.0	3.0		
10 th grade	0.5	1.0		-0.5	
Total	5.9	3.5	2.3		

How to read this figure: The fourth row, as an example, under the Grade Level/Subject column is 7th grade mathematics. The numbers in that row show that 7th grade students at the school made an average gain of 11.0, compared to 6.0 points for the average Indiana student. These students "gained ground" compared to the average Indiana student because their average gains were 5.0 points higher. A rating of "stayed even" means there was no statistically significant difference between Fountain Square Academy's average gains for this grade and subject and the average Indiana gains.

FACT

Fountain Square Academy's students gained ground compared to their Indiana peers in 13 out of 18 (72 percent) grades and subjects.

ACADEMIC PROGRESS OF STUDENTS *Figure H*

Fountain Square Academy vs. National Norms (U.S.), Fall 2007 through Spring 2008

Grade Level/Subject	Fountain Square Academy vs. U.S. Gains		Gained or Lost Ground		
	Student Growth	U.S. Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	7.0	5.3	1.7		
5 th grade	9.4	9.0		0.4	
6 th grade	10.2	7.0	3.2		
7 th grade	11.0	6.0	5.0		
8 th grade	6.4	5.0	1.4		
9 th grade	1.9	3.0			-1.1
10 th grade	1.1	3.0			-1.9
Reading	6.0	3.0	3.0		
5 th grade	5.9	5.0	0.9		
6 th grade	5.9	4.0	1.9		
7 th grade	7.2	3.0	4.2		
8 th grade	7.1	3.0	4.1		
9 th grade	3.8	2.0	1.8		
10 th grade	1.9	1.0	0.9		
Language Usage	4.8	2.8	2.0		
5 th grade	11.8	5.0	6.8		
6 th grade	8.2	4.0	4.2		
7 th grade	4.7	3.0	1.7		
8 th grade	3.8	3.0		0.8	
9 th grade	4.0	1.0	3.0		
10 th grade	0.5	1.0		-0.5	
Total	5.9	3.7	2.2		

How to read this figure: The third row, as an example, under the Grade Level/Subject column is 6th grade mathematics. The numbers in that row show that 6th grade students at the school made an average gain of 10.2 points, compared to 7.0 points for the average U.S. student. These students "gained ground" compared to the average U.S. student because their average gains were 3.2 points lower. A rating of "stayed even" means there was no statistically significant difference between Fountain Square Academy's average gains for this grade and subject and the average U.S. gains.

FACT

Fountain Square Academy gained ground compared to their national peers in 13 out of 18 (72 percent) grades and subjects.

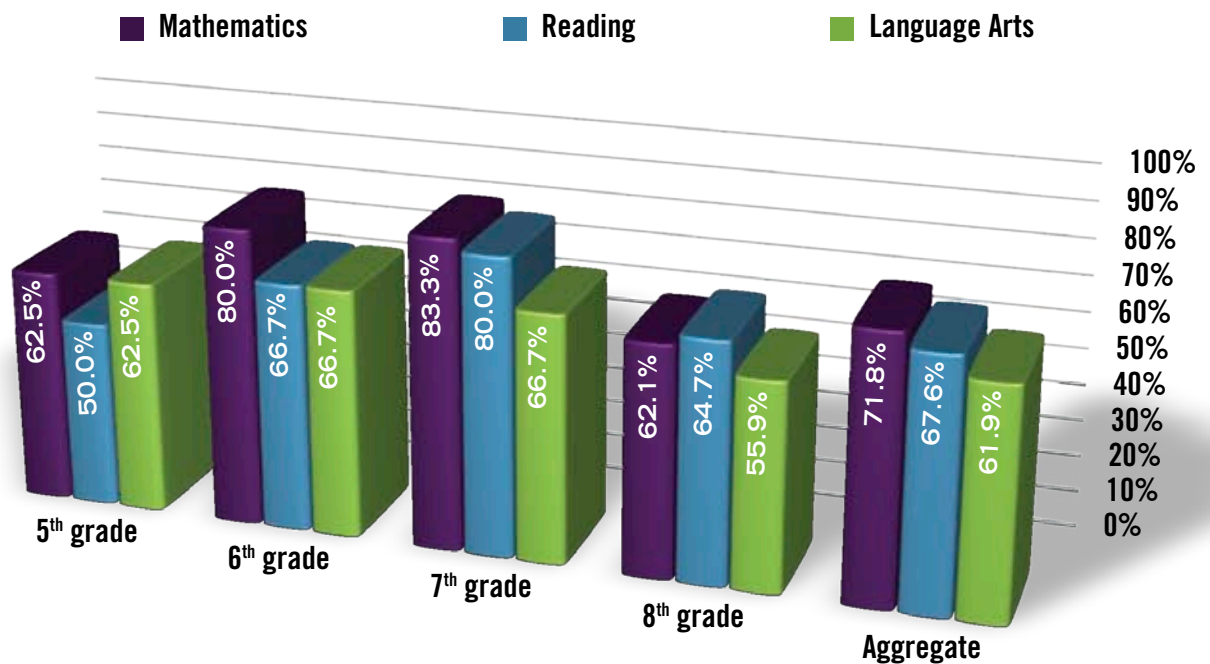
SUFFICIENT GAINS

SUFFICIENT GAINS: WHAT PROPORTION OF STUDENTS ARE ON TRACK TO REACH PROFICIENCY?

NWEA determined the target amount of growth each student needed to achieve between fall 2007 and spring 2008 in order to be on track to become proficient within two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains. NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and Figure I displays the results.

STUDENTS ACHIEVING SUFFICIENT GAINS *Figure I*

To Become Proficient within Two Years



How to read this figure: For example, the 5th grade mathematics column shows 62.5 percent. This means that at their current rate of progress, 62.5 percent of 5th graders enrolled in this school during the 2007-2008 school year made gains large enough that they would be expected to reach proficiency in mathematics in the spring of their 7th grade year and, therefore, pass the ISTEP+ the following fall.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY *Figure J*

Findings from Expert Site Visit Teams, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by Mayor's Office

	Findings
Fiscal Health	The school did not meet its enrollment targets in 2007-2008, which negatively impacted its financial position. Support provided by the Greater Educational Opportunities (GEO) Foundation helped address some financial concerns. The school has adjusted its recruitment and marketing plans in an effort to meet enrollment targets in future years.
Board Governance	The school's board has a diversity of expertise and backgrounds. The board experienced substantial changes in 2007-2008 as two members resigned and four new members joined. Board meeting attendance must improve as two members missed every board meeting during the 2007-2008 academic year.
Leadership	The school experienced significant staff turnover with over half of the school's staff having resigned or been terminated. The GEO Foundation, which manages the school, added specialized positions in 2007-2008 in order to provide the school with additional resources, including a Director of Schools and a Director of Communications and Marketing.



PARENT AND STAFF SURVEY RESULTS

PARENT EVALUATION *Figure K*

Quality of education “very good” or “excellent”	67%
Satisfied with...	
Individualized student attention	80%
Curriculum/academic program	78%
Class size	93%
Quality of teaching/instruction	82%
Opportunities for parent participation	82%
School administration	83%
Faculty/teachers	80%
Services provided to students with special needs	44%
Likely to...	
Recommend school to friends or colleagues	63%
Return to school	77%
Overall satisfaction	76%

STAFF EVALUATION *Figure L*

Quality of education “very good” or “excellent”	29%
School improvement efforts are...	
Focused on student learning	71%
Based on research evidence	57%
Principal at this school...	
Tracks student progress	79%
Works directly with teachers	36%
Makes clear the expectations	71%
Communicates a clear vision	57%
Likely to...	
Return to school	57%
Overall satisfaction	62%

Fountain Square Academy has engaged in efforts to address academic deficiencies including 1) requiring students who did not pass ISTEP+ to attend summer school and 2) hiring classroom tutors from Marian College to improve student academic performance.

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Fountain Square Academy satisfied its obligations in 2007-2008 for compliance with laws and regulations and in providing access to students across Indianapolis. The school generally met its compliance and reporting obligations to the Mayor's Office and the Indiana Department of Education (IDOE). However, the school was late in submitting its Form 9 to the IDOE. The school experienced difficulty in submitting teacher licenses and financial reports in a timely manner to the Mayor's Office. Additionally, Section 3.2B., C. of the school's Charter Agreement requires local, state and national criminal background checks to be completed on all board members; national criminal background checks were not completed for any board member in 2007-2008.

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

EXPERT SITE VISIT TEAM'S KEY COMMENTS *Figure N*

Key Commendations	<ul style="list-style-type: none"> The school has engaged in efforts to address academic deficiencies including 1) requiring students who did not pass ISTEP+ to attend summer school and 2) hiring classroom tutors from Marian College to improve student academic performance.
Key Areas for Attention	<ul style="list-style-type: none"> During the school's third year self-evaluation, site visit team members noted a lack of evidence to show 1) curriculum alignment with state standards; 2) ongoing systematic reviews of curriculum to identify gaps; 3) regular review of scope and sequence; and 4) staff understanding of how curriculum documents and related program materials are used to effectively deliver instruction.
	<ul style="list-style-type: none"> Staff reported a lack of appropriate materials necessary to deliver the school's curriculum.
	<ul style="list-style-type: none"> The site visit team noted that staff described a variety of high-quality methods being used to support post-secondary preparation, but evidence was not provided.

FOUNTAIN SQUARE ACADEMY FIGURE NOTES

The information below provides source references and additional information for all figures appearing in the main report and each school's report.

Figure A: 2007-2008 Enrollment and Demand

Source for student enrollment: The Indiana Department of Education (IDOE) website, based on schools' Pupil Enrollment Count reported every fall.

Source for maximum possible enrollment: Each school's charter, on file with the Mayor's Office.

Source for number of students on waiting lists: Schools' self-report of data as of August 1, 2008.

Note: A school may elect to maintain a smaller overall enrollment than that allowed by its charter with the Mayor's Office.

Figure B: Student Composition

Source for race/ethnicity and free/reduced lunch data: Indiana Department of Education (IDOE) website.

Source for Special Education: IDOE website, Special Education count reported December 1, 2007.

Source for Limited English Proficiency: IDOE Division of Language Minority and Migrant Programs, count reported in March 2008.

Figure C: 2007-2008 Attendance Rate

Source: Indiana Department of Education website, preliminary figures.

Figure D: 2007-2008 Adequate Yearly Progress

Source: Indiana Department of Education (IDOE).

Note: AYP determinations are required by the federal No Child Left Behind Act. If a school enrolled fewer than 30 students in a particular subgroup for a full year prior to testing, the IDOE does not issue an AYP determination for that subgroup's performance. If a school enrolled fewer than 40 students in a particular subgroup at the time of testing, the IDOE does not issue an AYP determination for that subgroup's participation. None of the Mayor-sponsored charter schools had the necessary number of qualifying students in the American Native and Asian subgroups.

Figure E: 2007-2008 Public Law 221 Category Placement

Source: Indiana Department of Education (IDOE).

Note: Public Law 221 category placements are required annually by Indiana law. A school is placed into one of five categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch and Academic Probation – based on a combination of the school's improvement in achievement on the ISTEP+ and the school's overall ISTEP+ pass rate. In addition, regardless of its performance on the ISTEP+, a school that does not make AYP for two consecutive years in the same content area or subgroup cannot receive a category placement higher than Academic Progress. For purposes of Public Law 221, the IDOE considers the results of the English and math portions of the ISTEP+, but not the science portion. To determine improvement, the IDOE uses the greater of (a) the school's change in ISTEP+ pass rates over the most recent year or (b) the school's average change in ISTEP+ pass rates over the past three years. Only students who attended the school for at least 126 days during the 2006-2007 school year and took the fall 2007 ISTEP+ at that same school are included in one-year gain calculations for the 2007-2008 category placements. The IDOE calculated a school's "overall" pass rate using the ISTEP+ results of all students who attended the school on May 1, 2007, regardless of which school the students attended when they took the fall 2007 ISTEP+.

Figure F: Average ISTEP+ Performance

Source: The IDOE.

Figure G: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. Indiana Norms (IN), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure H: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. National Norms (U.S.), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure I: Students Achieving Sufficient Gains To Become Proficient Within Two Years

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association (NWEA), 2008.

Note: For 7th and 8th grade students, "sufficient gains" means sufficient to pass proficiency on the ISTEP+ in the fall of 9th grade. To determine what score is proficient, NWEA conducted a study in 2003 that found a high correlation between student scores on the Measures of Academic Progress (MAP) test and the ISTEP+, allowing NWEA to pinpoint a MAP score that equates with a passing score on the ISTEP+ in each grade and subject. As NWEA has not calculated these cut scores for grades 10 through 12, NWEA was unable to calculate sufficient gains for 9th through 12th grades.

Figure K: Parent Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Very satisfied" and "somewhat satisfied" responses are on a five-point scale that also included "satisfied," "somewhat dissatisfied" and "very dissatisfied." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Students with special needs include, for example, those for whom English is a second language or those with disabilities or other academic difficulties.

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

Figure L: Staff Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Strongly agree" and "agree" responses are on a six-point scale that also included "agree a little," "disagree a little," "disagree" and "strongly disagree." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

HERRON HIGH SCHOOL

INNOVATION IN EDUCATION

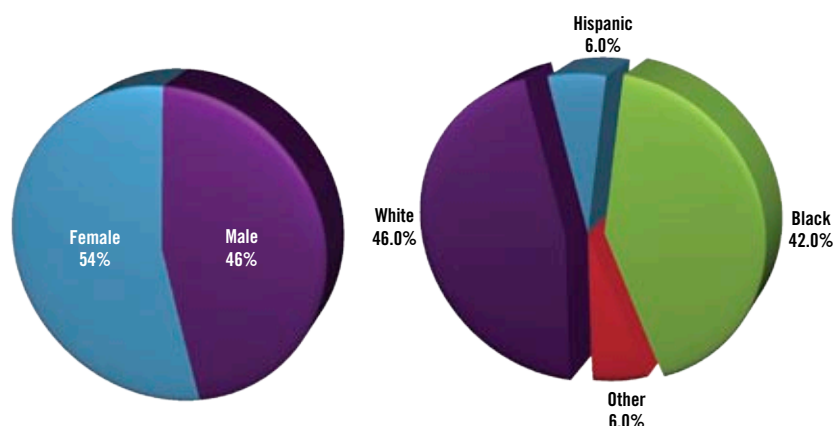
Herron High School provides a classical liberal arts education with early college experiences. The school's curriculum is structured around an art history timeline and emphasizes the classic art and literature of many cultures.

ENROLLMENT AND DEMAND *Figure A*

	2007-2008	At Capacity
Grades served	9-11	9-12
Maximum possible enrollment	270	400
Students enrolled	212	N/A
Students on waiting list	0	N/A
"N/A" denotes "Not Applicable."		

STUDENT COMPOSITION *Figure B*

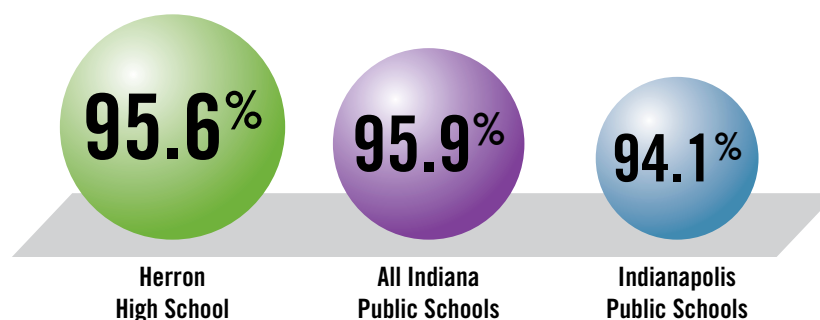
2007-2008 Demographics:



Free/reduced lunch	31.0%
Special education	9.4%
Limited English proficiency	—

Note: The Indiana Department of Education does not release the number of Limited English Proficiency students in a school if that number is less than 10.

2007-2008 ATTENDANCE RATE *Figure C*



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

2007-2008 ADEQUATE YEARLY PROGRESS *Figure D*

As Determined by the Indiana Department of Education

OVERALL DETERMINATION: Yes	English	Mathematics	Attendance	Participation Rate
All students	Yes	Yes	Yes	Yes
Black	Yes	Yes		Yes
Free/reduced lunch	Yes	Yes		Yes
<i>Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.</i>				

2007-2008 PUBLIC LAW 221 CATEGORY PLACEMENT *Figure E*

As Determined by the Indiana Department of Education

Category Placement:	Academic Progress
The school demonstrated improvement of 1.9 percent in ISTEP+ pass rates and an overall pass rate of 73.0 percent to receive an "Academic Progress" placement.	
<i>Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.</i>	

ISTEP+ RESULTS

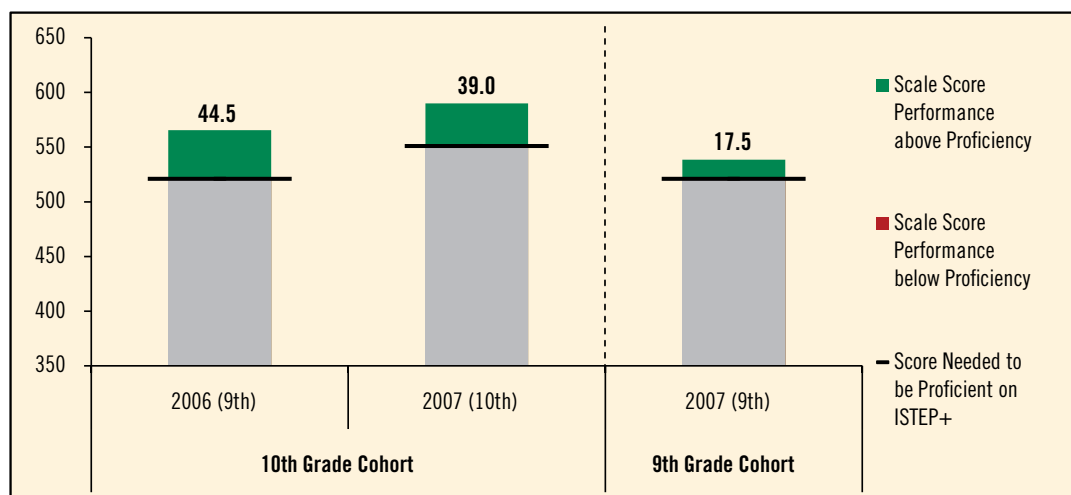
Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and mathematics. Figure F shows how particular classes at the school have scored on the ISTEP+ over time. The difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+ is an indication of how well students have mastered grade-level material. An improving class would have larger and larger green bars (rising higher above proficiency) or smaller and smaller red bars (approaching proficiency). A declining class would show the opposite: shrinking green bars or growing red bars. These simple comparisons of year-to-year performance are not perfect indicators of how much individual students have improved over time because the group of students taking the test changes somewhat each year. However, these comparisons do provide a general indication of overall student growth within classes.



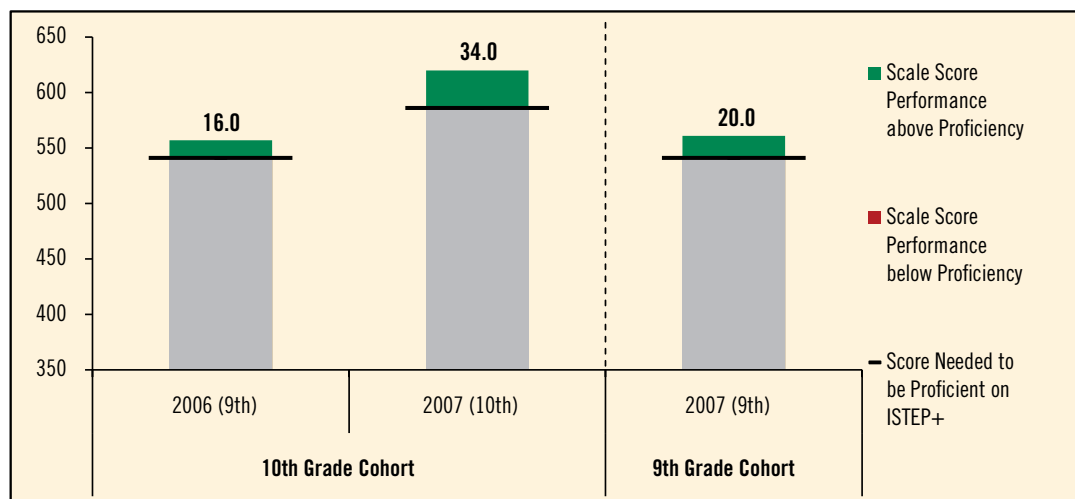
AVERAGE ISTEP+ PERFORMANCE *Figure F*

Missing years within cohorts indicate that Indiana did not offer a particular subject test in that grade for that year or that no students were in the applicable grade in this school at the time of testing.

English/Language Arts



Mathematics



How to read these figures: These figures show the difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+. This value is listed above each bar. A green bar indicates that the average student score was above the score needed to be proficient on the ISTEP+. A red bar indicates that the average student score was below the score needed to be proficient on the ISTEP+. For example, in 2006-2007 when the 10th grade cohort was in 9th grade, students were, on average, 44.5 points above proficiency on the English/language arts portion of ISTEP+. However, the next year, as 10th graders, student performance fell to 39.0 points above proficiency.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2007-2008 school year:

- Did students gain ground, lose ground or stay even compared to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

Because NWEA does not publish proficiency levels for high school grades, it could not determine what proportion of students in this school made sufficient progress to reach proficiency over time at the high school level. As a result, there is no Figure I for this school.

COMPARATIVE GAINS: HOW MUCH DID HERRON HIGH SCHOOL'S STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at Herron High School with those of students across Indiana (Figure G) and the United States (Figure H). The figures show where Herron High School's students gained ground, lost ground or stayed even compared to their peers. Herron High School's students gained ground compared to their Indiana peers in 6 out of 6 (100 percent) grades and subjects (Figure G). They gained ground compared to their national peers in 6 out of 6 (100 percent) grades and subjects (Figure H).



ACADEMIC PROGRESS

ACADEMIC PROGRESS OF STUDENTS *Figure G*

Herron High School vs. Indiana Norms (IN), Fall 2007 through Spring 2008

	Herron High School vs. Indiana Gains		Gained or Lost Ground		
Grade Level/Subject	Student Growth	Indiana Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	5.3	3.0	2.3		
9 th grade	5.0	3.0	2.0		
10 th grade	5.6	3.0	2.6		
Reading	6.5	1.0	5.5		
9 th grade	7.3	1.0	6.3		
10 th grade	5.8	1.0	4.8		
Language Usage	2.8	1.0	1.8		
9 th grade	3.5	1.0	2.5		
10 th grade	2.1	1.0	1.1		
Total	4.9	1.7	3.2		

How to read this figure: The second row, as an example, under the Grade Level/Subject column is 9th grade mathematics. The numbers in that row show that 9th grade students at the school made an average gain of 5.0 points, compared to 3.0 points for the average Indiana student. These students “gained ground” compared to the average Indiana student because their average gains were 2.0 points higher. A rating of “stayed even” means there was no statistically significant difference between Herron High School’s average gains for this grade and subject and the average Indiana gains.

ACADEMIC PROGRESS OF STUDENTS *Figure H*

Herron High School vs. National Norms (U.S.), Fall 2007 through Spring 2008

	Herron High School vs. U.S. Gains		Gained or Lost Ground		
Grade Level/Subject	Student Growth	U.S. Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	5.3	3.0	2.3		
9 th grade	5.0	3.0	2.0		
10 th grade	5.6	3.0	2.6		
Reading	6.5	1.5	5.1		
9 th grade	7.3	2.0	5.3		
10 th grade	5.8	1.0	4.8		
Language Usage	2.8	1.0	1.8		
9 th grade	3.5	1.0	2.5		
10 th grade	2.1	1.0	1.1		
Total	4.9	1.8	3.0		

How to read this figure: The second row, as an example, under the Grade Level/Subject column is 9th grade mathematics. The numbers in that row show that 9th grade students at the school made an average gain of 5.0 points, compared to 3.0 points for the average U.S. student. These students “gained ground” compared to the average U.S. student because their average gains were 2.0 points higher. A rating of “stayed even” means there was no statistically significant difference between Herron High School’s average gains for this grade and subject and the average U.S. gains.

QUESTION 2:

IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY *Figure J*

Findings from Expert Site Visit Teams, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by Mayor's Office

	Findings
Fiscal Health	The school finished its second year in satisfactory fiscal health. It benefits from strong community partners and successful grant-writing initiatives. The school successfully managed increased financial responsibilities related to its facility renovations. During the 2007-2008 school year, the Indiana State Board of Accounts (SBOA) examined the school's finances for the time period of May 25, 2006 to June 30, 2007. The school's response to the SBOA's findings was included in the official examination. The examination outlined minor findings. The school's response to the Mayor's Office suggests the school will rectify these findings.
Board Governance	The school's board members are actively engaged in the school and are competent in their oversight and stewardship. Board members' engagement in the local community proved helpful to the school in creating support for and overcoming challenges related to the new facility. The board added three new members this year to diversify its professional areas of expertise. The board should attend to inconsistent attendance by some board members.
Leadership	The school's leadership maintains an environment of high standards and support for students and staff. School leadership is committed to continuous improvement, demonstrates an understanding of student learning and uses data to improve instruction.



PARENT AND STAFF SURVEY RESULTS

PARENT EVALUATION *Figure K*

Quality of education “very good” or “excellent”	83%
Satisfied with...	
Individualized student attention	94%
Curriculum/academic program	95%
Class size	93%
Quality of teaching/instruction	95%
Opportunities for parent participation	89%
School administration	83%
Faculty/teachers	93%
Services provided to students with special needs	65%
Likely to...	
Recommend school to friends or colleagues	83%
Return to school	86%
Overall satisfaction	95%

STAFF EVALUATION *Figure L*

Quality of education “very good” or “excellent”	100%
School improvement efforts are...	
Focused on student learning	91%
Based on research evidence	91%
Principal at this school...	
Tracks student progress	91%
Works directly with teachers	73%
Makes clear the expectations	91%
Communicates a clear vision	91%
Likely to...	
Return to school	100%
Overall satisfaction	100%

FACT

All constituents highlighted strong communication, transparency and trust as important characteristics of Herron High School (student to student, staff to students, parents and teachers).

QUESTION 3:

IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Herron High School satisfied its obligations in 2007-2008 for compliance with laws and regulations and in providing access to students across Indianapolis. The Mayor's Office's internal systems did not indicate any significant concerns related to these obligations. However, Section 3.2B., C. of the school's Charter Agreement requires local, state and national criminal background checks to be completed on all board members; national criminal background checks have not yet been completed for all board members.

For schools in their second year of operation, the Mayor's Office retains a team of experts to review the school's special education files. The team found that the vast majority of files were in compliance with legal standards and the requirements of the Mayor's Office. The school should, however, ensure and document appropriate parent notification of case conferences and ensure all Individual Education Plans (IEPs) have all necessary components, including documentation of annual goals and appropriate transition plans.



QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

EXPERT SITE VISIT TEAM'S KEY COMMENTS *Figure N*

Key Commendations	<ul style="list-style-type: none"> • Constituents report liking the school's small size, family atmosphere, rigorous learning, supportive and open relationships, focus on college preparation and classical curriculum.
	<ul style="list-style-type: none"> • In response to a focus group question about "likes" and "changes," many students could not identify an area in which they would suggest "changes."
	<ul style="list-style-type: none"> • All constituents note an appreciation for diverse student backgrounds and an openness and communication about differences.
	<ul style="list-style-type: none"> • All constituents highlighted strong communication, transparency and trust as important characteristics of Herron High School (student to student, staff to students, parents and teachers).
	<ul style="list-style-type: none"> • Teachers and administration report high levels of collaboration on coursework as well as integration of subject content.
Key Areas for Attention	<ul style="list-style-type: none"> • The school has a strong informal process for providing feedback on teaching, but needs to ensure that a timeline and process for formal evaluation exists and that teachers are familiar with the process.
	<ul style="list-style-type: none"> • The variation in student learning, understanding of what it means to be a student and experience with discipline were noted as the greatest challenges for teachers. The school may wish to attend to issues of differentiated instruction and consistency in administering student discipline.

HERRON HIGH SCHOOL FIGURE NOTES

The information below provides source references and additional information for all figures appearing in the main report and each school's report.

Figure A: 2007-2008 Enrollment and Demand

Source for student enrollment: The Indiana Department of Education (IDOE) website, based on schools' Pupil Enrollment Count reported every fall.

Source for maximum possible enrollment: Each school's charter, on file with the Mayor's Office.

Source for number of students on waiting lists: Schools' self-report of data as of August 1, 2008.

Note: A school may elect to maintain a smaller overall enrollment than that allowed by its charter with the Mayor's Office.

Figure B: Student Composition

Source for race/ethnicity and free/reduced lunch data: Indiana Department of Education (IDOE) website.

Source for Special Education: IDOE website, Special Education count reported December 1, 2007.

Source for Limited English Proficiency: IDOE Division of Language Minority and Migrant Programs, count reported in March 2008.

Figure C: 2007-2008 Attendance Rate

Source: Indiana Department of Education website, preliminary figures.

Figure D: 2007-2008 Adequate Yearly Progress

Source: Indiana Department of Education (IDOE).

Note: AYP determinations are required by the federal No Child Left Behind Act. If a school enrolled fewer than 30 students in a particular subgroup for a full year prior to testing, the IDOE does not issue an AYP determination for that subgroup's performance. If a school enrolled fewer than 40 students in a particular subgroup at the time of testing, the IDOE does not issue an AYP determination for that subgroup's participation. None of the Mayor-sponsored charter schools had the necessary number of qualifying students in the American Native and Asian subgroups.

Figure E: 2007-2008 Public Law 221 Category Placement

Source: Indiana Department of Education (IDOE).

Note: Public Law 221 category placements are required annually by Indiana law. A school is placed into one of five categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch and Academic Probation – based on a combination of the school's improvement in achievement on the ISTEP+ and the school's overall ISTEP+ pass rate. In addition, regardless of its performance on the ISTEP+, a school that does not make AYP for two consecutive years in the same content area or subgroup cannot receive a category placement higher than Academic Progress. For purposes of Public Law 221, the IDOE considers the results of the English and math portions of the ISTEP+, but not the science portion. To determine improvement, the IDOE uses the greater of (a) the school's change in ISTEP+ pass rates over the most recent year or (b) the school's average change in ISTEP+ pass rates over the past three years. Only students who attended the school for at least 126 days during the 2006-2007 school year and took the fall 2007 ISTEP+ at that same school are included in one-year gain calculations for the 2007-2008 category placements. The IDOE calculated a school's "overall" pass rate using the ISTEP+ results of all students who attended the school on May 1, 2007, regardless of which school the students attended when they took the fall 2007 ISTEP+.

Figure F: Average ISTEP+ Performance

Source: The IDOE.

Figure G: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. Indiana Norms (IN), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure H: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. National Norms (U.S.), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure K: Parent Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Very satisfied" and "somewhat satisfied" responses are on a five-point scale that also included "satisfied," "somewhat dissatisfied" and "very dissatisfied." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Students with special needs include, for example, those for whom English is a second language or those with disabilities or other academic difficulties.

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

Figure L: Staff Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Strongly agree" and "agree" responses are on a six-point scale that also included "agree a little," "disagree a little," "disagree" and "strongly disagree." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

INNOVATION IN EDUCATION

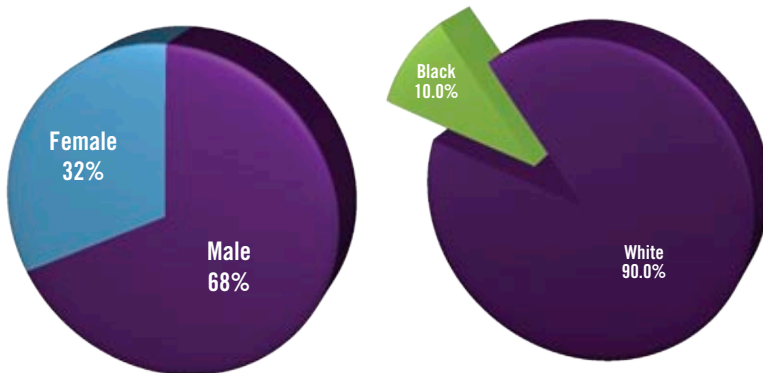
Hope Academy offers a welcoming, challenging and supportive academic environment provided through a small schools community high school model, committed to student recovery from alcohol and substance abuse. The mission of the school is to provide a safe, sober and challenging school experience for students who share a commitment to academic achievement and personal development.

ENROLLMENT AND DEMAND *Figure A*

	2007-2008	At Capacity
Grades served	9-12	9-12
Maximum possible enrollment	40	120
Students enrolled	40	N/A
Students on waiting list	0	N/A
"N/A" denotes "Not Applicable."		

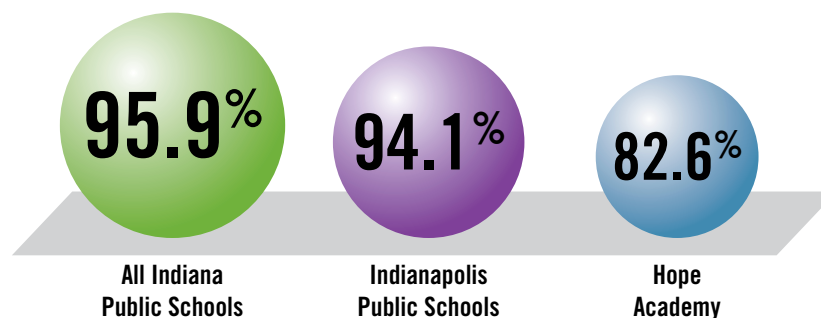
STUDENT COMPOSITION *Figure B*

2007-2008 Demographics:



Free/reduced lunch	13.0%
Special education	22.5%
Limited English proficiency	—
<i>Note: The Indiana Department of Education does not release the number of Limited English Proficiency students in a school if that number is less than 10.</i>	

2007-2008 ATTENDANCE RATE *Figure C*



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

Due to the small enrollment at Hope Academy, the Indiana Department of Education did not issue an AYP determination for the school. Thus, there is no Figure D for Hope Academy.

2007-2008 PUBLIC LAW 221 CATEGORY PLACEMENT *Figure E*

As Determined by the Indiana Department of Education

Category Placement:	Exemplary Progress
The school demonstrated an overall ISTEP+ pass rate of 100.0 percent to receive an “Exemplary Progress” placement.	
<i>Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.</i>	

ISTEP+ RESULTS

This report does not include any ISTEP+ or NWEA MAP test scores for Hope Academy because fewer than 10 students took these tests in each grade and subject. This follows the IDOE’s policy of not reporting performance data if there are fewer than 10 students tested. In addition, because NWEA does not publish proficiency levels for high school grades, it could not determine what proportion of students in this school made sufficient progress to reach proficiency over time. As a result, there are no Figures F, G, H or I for this school.



QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY *Figure J*

Findings from Expert Site Visit Teams, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by Mayor's Office

	Findings
Fiscal Health	The school is currently in satisfactory fiscal health due to the financial management and support of Fairbanks, but will have financial difficulties in the near future if it does not meet its enrollment targets. During the 2007-2008 school year, the Indiana State Board of Accounts (SBOA) examined the school's finances for the time period of July 1, 2005 to June 30, 2007. The school's response to the SBOA's findings was included in the official audit report. The examination report outlined minor findings, and the school's official response suggests the school will rectify these findings.
Board Governance	The board is competent, actively engaged and very involved in the school. Board members seek detailed information about the school's operations from the school's staff and demonstrate a deep commitment to the students. The board recognizes and clearly supports the school's unique mission. The board must ensure that its new school leader receives proper guidance and support.
Leadership	The school leader, in her first year as principal, demonstrated commitment to the school's mission. She must ensure that new staff receive proper guidance and support and focus on stabilizing the school's staff, as half of the school's staff will be new for the 2008-2009 academic year.



PARENT AND STAFF SURVEY RESULTS

PARENT EVALUATION *Figure K*

Quality of education “very good” or “excellent”	80%
Satisfied with...	
Individualized student attention	100%
Curriculum/academic program	95%
Class size	100%
Quality of teaching/instruction	90%
Opportunities for parent participation	100%
School administration	100%
Faculty/teachers	100%
Services provided to students with special needs	100%
Likely to...	
Recommend school to friends or colleagues	90%
Return to school	71%
Overall satisfaction	100%

STAFF EVALUATION *Figure L*

Quality of education “very good” or “excellent”	43%
School improvement efforts are...	
Focused on student learning	71%
Based on research evidence	57%
Principal at this school...	
Tracks student progress	86%
Works directly with teachers	43%
Makes clear the expectations	43%
Communicates a clear vision	57%
Likely to...	
Return to school	50%
Overall satisfaction	86%

FACT

Hope Academy has a strong culture of care and respect. The team observed numerous respectful teacher-to-student interactions.

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Hope Academy satisfied its obligations in 2007-2008 for compliance with laws and regulations and in providing access to students across Indianapolis. The Mayor's Office's internal systems did not indicate any significant concerns related to these obligations. However, the school was late in submitting its Form 9 to the Indiana Department of Education.

For schools in their second year of operation, the Mayor's Office retains a team of experts to review the school's special education files. The team found all Individual Education Plans to be current, but some minor items were found to be missing from the files, such as log sheets and lack of documentation and/or signatures for case conference notification. The school should ensure that files are up-to-date and accurate.



QUESTION 4:

IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

EXPERT SITE VISIT TEAM'S KEY COMMENTS *Figure N*

Key Commendations	<ul style="list-style-type: none"> The school has implemented a student mentoring program to assist in orienting and supporting new students into the culture. The school leader notes that the program is helping to reduce attrition.
	<ul style="list-style-type: none"> The site team observed orderly classrooms and found few instances in which student behavior interfered with learning.
	<ul style="list-style-type: none"> Teachers and administrators described a variety of professional development opportunities for staff. Staff reported having adequate professional development.
Key Areas for Attention	<ul style="list-style-type: none"> The small size of the student population presents staffing challenges that must be addressed. The school must develop and implement a plan to ensure that students receive a high-quality and rigorous educational experience consistent with the standards of a Core 40 diploma, given a limited number of teachers and staff.
	<ul style="list-style-type: none"> Site team members observed a few examples of questionable physical contact between students. The school needs to ensure that students know proper conduct and that staff monitor and enforce high standards.
	<ul style="list-style-type: none"> Parents and staff noted some concerns about the “down time” and “unsupervised time” between the school day’s conclusion and Fairbanks’ evening recovery programs. The school may wish to work with students and Fairbanks to evaluate the need for more structure or supervision during this time, especially for students early in their recovery. The school should develop more effective methods of using data to demonstrate that it is achieving its mission.

HOPE ACADEMY FIGURE NOTES

The information below provides source references and additional information for all figures appearing in the main report and each school's report.

Figure A: 2007-2008 Enrollment and Demand

Source for student enrollment: The Indiana Department of Education (IDOE) website, based on schools' Pupil Enrollment Count reported every fall.

Source for maximum possible enrollment: Each school's charter, on file with the Mayor's Office.

Source for number of students on waiting lists: Schools' self-report of data as of August 1, 2008.

Note: A school may elect to maintain a smaller overall enrollment than that allowed by its charter with the Mayor's Office.

Figure B: Student Composition

Source for race/ethnicity and free/reduced lunch data: Indiana Department of Education (IDOE) website.

Source for Special Education: IDOE website, Special Education count reported December 1, 2007.

Source for Limited English Proficiency: IDOE Division of Language Minority and Migrant Programs, count reported in March 2008.

Figure C: 2007-2008 Attendance Rate

Source: Indiana Department of Education website, preliminary figures.

Figure E: 2007-2008 Public Law 221 Category Placement

Source: Indiana Department of Education (IDOE).

Note: Public Law 221 category placements are required annually by Indiana law. A school is placed into one of five categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch and Academic Probation – based on a combination of the school's improvement in achievement on the ISTEP+ and the school's overall ISTEP+ pass rate. In addition, regardless of its performance on the ISTEP+, a school that does not make AYP for two consecutive years in the same content area or subgroup cannot receive a category placement higher than Academic Progress. For purposes of Public Law 221, the IDOE considers the results of the English and math portions of the ISTEP+, but not the science portion. To determine improvement, the IDOE uses the greater of (a) the school's change in ISTEP+ pass rates over the most recent year or (b) the school's average change in ISTEP+ pass rates over the past three years. Only students who attended the school for at least 126 days during the 2006-2007 school year and took the fall 2007 ISTEP+ at that same school are included in one-year gain calculations for the 2007-2008 category placements. The IDOE calculated a school's "overall" pass rate using the ISTEP+ results of all students who attended the school on May 1, 2007, regardless of which school the students attended when they took the fall 2007 ISTEP+.

Figure K: Parent Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Very satisfied" and "somewhat satisfied" responses are on a five-point scale that also included "satisfied," "somewhat dissatisfied" and "very dissatisfied." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Students with special needs include, for example, those for whom English is a second language or those with disabilities or other academic difficulties.

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

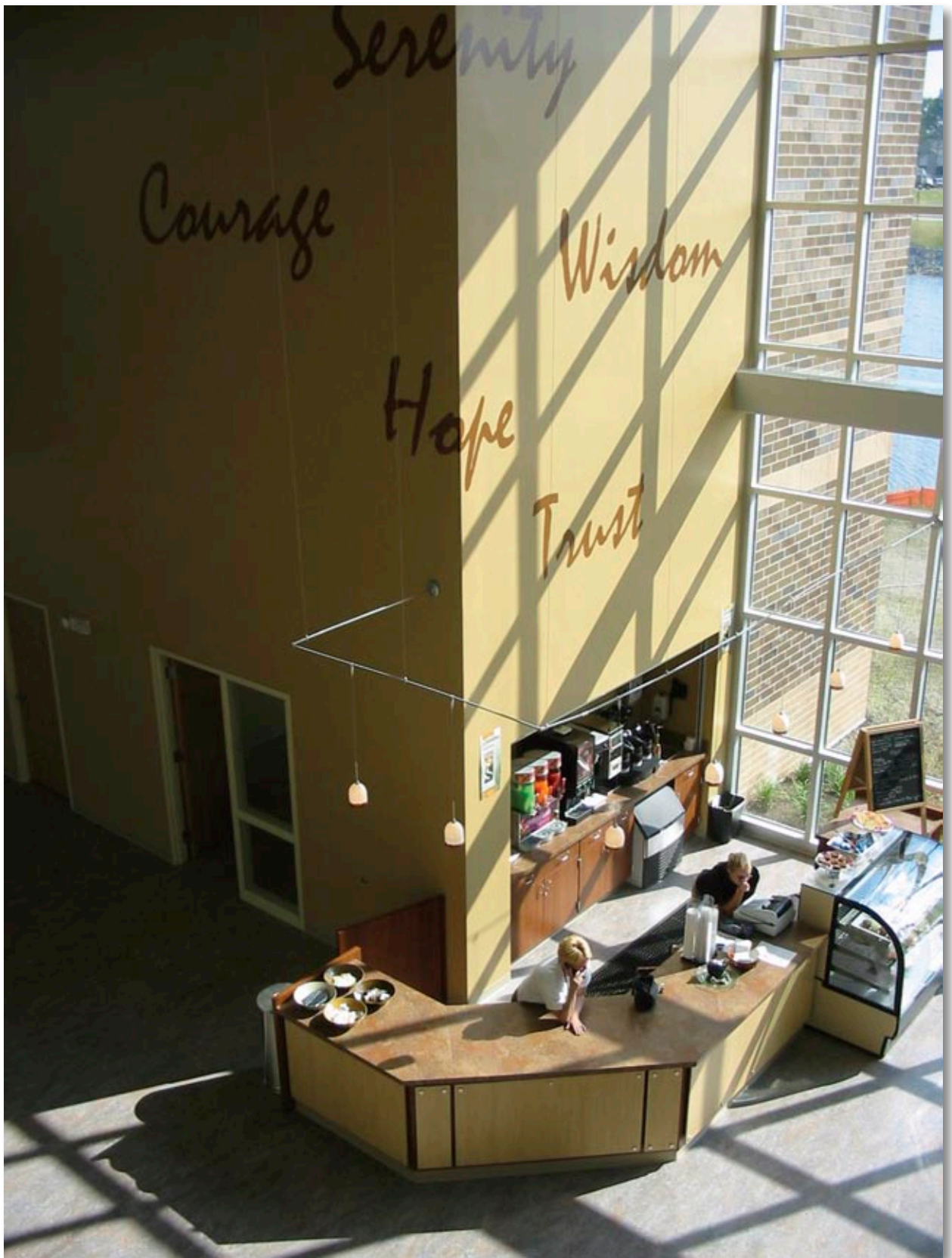
Figure L: Staff Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Strongly agree" and "agree" responses are on a six-point scale that also included "agree a little," "disagree a little," "disagree" and "strongly disagree." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."



INDIANAPOLIS LIGHTHOUSE CHARTER SCHOOL

INNOVATION IN EDUCATION

Teachers at Indianapolis Lighthouse Charter School seek to infuse fine and performing arts into rigorous core academic courses and engage students in learning in a school culture that stresses respect and safety. The school also strives to involve parents and families in each student's education to help the students acquire the knowledge, skills, values and attitudes to be responsible citizens.

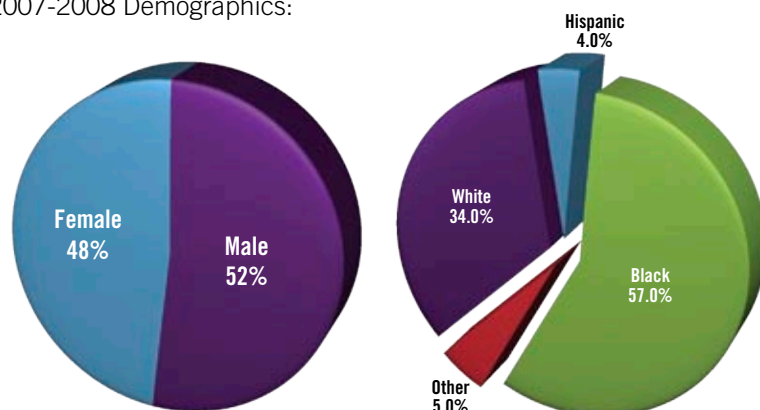
ENROLLMENT AND DEMAND *Figure A*

	2007-2008	At Capacity
Grades served	Pre K-7	Pre K-12
Maximum possible enrollment	610	1,060
Students enrolled	381	N/A
Students on waiting list	83	N/A

"N/A" denotes "Not Applicable." It is possible for a school that has not reached maximum enrollment to have a waiting list because some grade levels may be fully enrolled with a waiting list, while other grade levels may have openings.

STUDENT COMPOSITION *Figure B*

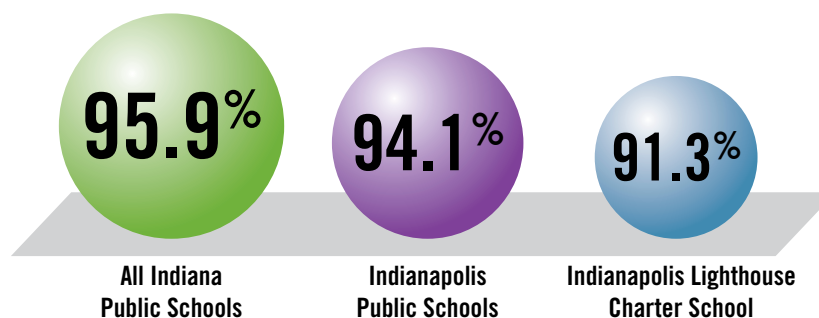
2007-2008 Demographics:



Free/reduced lunch	82.0%
Special education	7.9%
Limited English proficiency	—

Note: The Indiana Department of Education does not release the number of Limited English Proficiency students in a school if that number is less than 10.

2007-2008 ATTENDANCE RATE *Figure C*



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

2007-2008 ADEQUATE YEARLY PROGRESS *Figure D*

As Determined by the Indiana Department of Education

OVERALL DETERMINATION: No	English	Mathematics	Attendance	Participation Rate
All students	No	No	No	Yes
Black	No	No		Yes
White	Yes	Yes		Yes
Free/reduced lunch	No	No		Yes

Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.

2007-2008 PUBLIC LAW 221 CATEGORY PLACEMENT *Figure E*

As Determined by the Indiana Department of Education

Category Placement:	Academic Progress
The school demonstrated improvement of 9.8 percent in ISTEP+ pass rates and an overall pass rate of 50.7 percent to receive an "Academic Progress" placement.	
<i>Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.</i>	

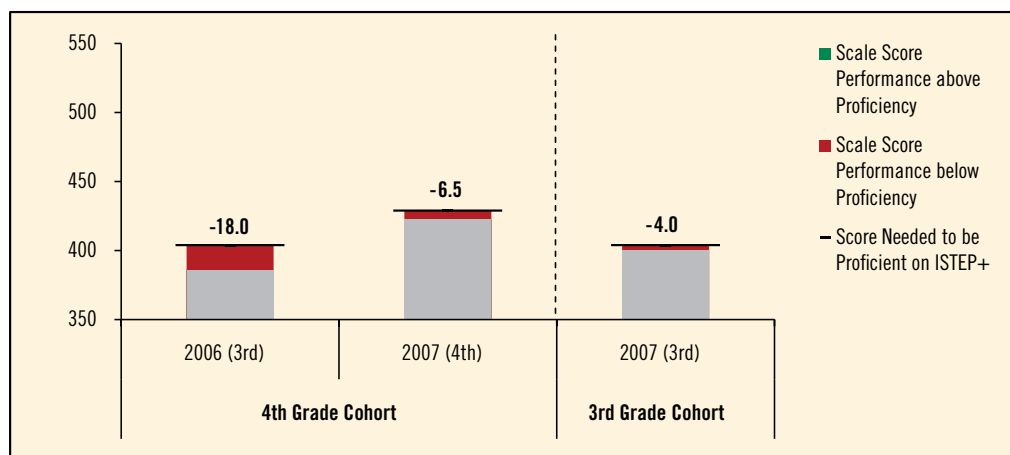
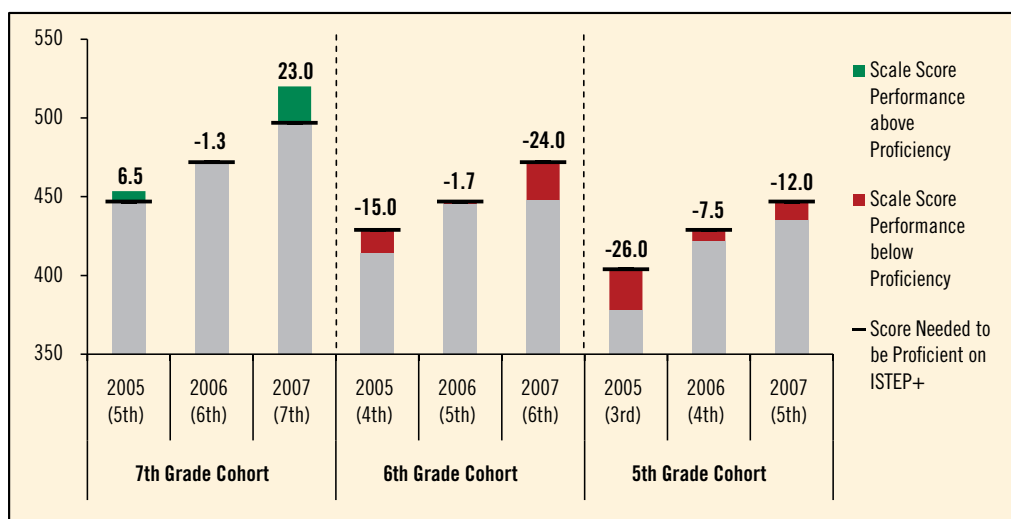
ISTEP+ RESULTS

Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and mathematics. Figure F shows how particular classes at the school have scored on the ISTEP+ over time. The difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+ is an indication of how well students have mastered grade-level material. An improving class would have larger and larger green bars (rising higher above proficiency) or smaller and smaller red bars (approaching proficiency). A declining class would show the opposite: shrinking green bars or growing red bars. These simple comparisons of year-to-year performance are not perfect indicators of how much individual students have improved over time because the group of students taking the test changes somewhat each year. However, these comparisons do provide a general indication of overall student growth within classes.



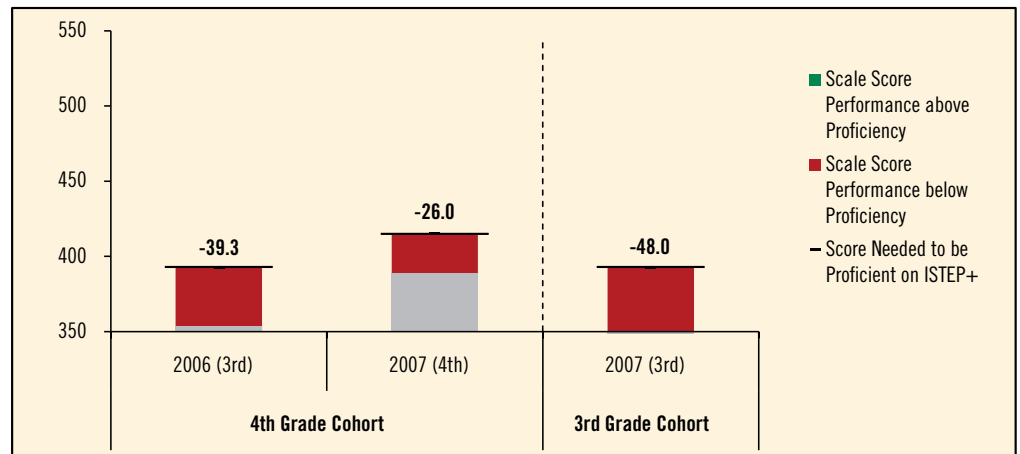
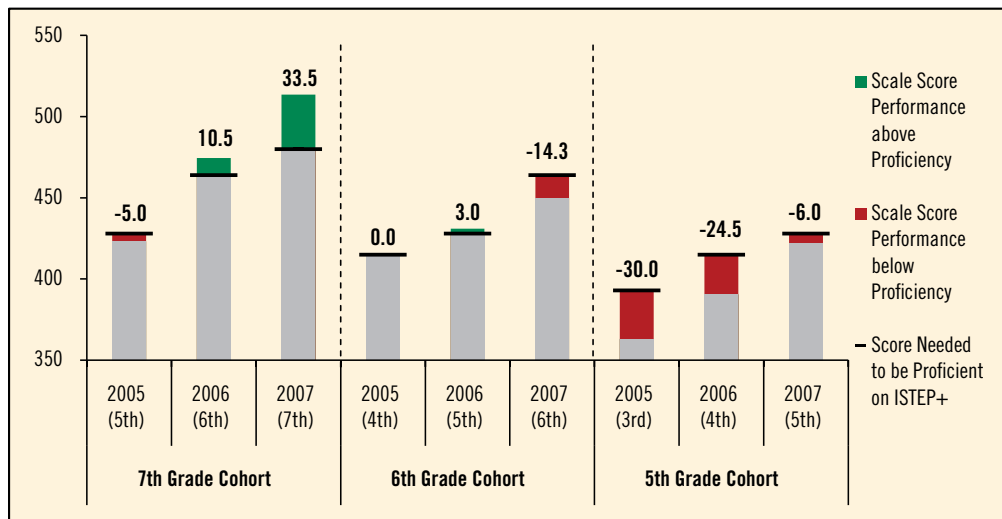
AVERAGE ISTEP+ PERFORMANCE — ENGLISH/LANGUAGE ARTS *Figure F*

Missing years within cohorts indicate that Indiana did not offer a particular subject test in that grade for that year or that no students were in the applicable grade in this school at the time of testing.



How to read these figures: These figures show the difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+. This value is listed above each bar. A green bar indicates that the average student score was above the score needed to be proficient on the ISTEP+. A red bar indicates that the average student score was below the score needed to be proficient on the ISTEP+. For example, in 2005-2006 when the 7th grade cohort was in 5th grade, students were, on average, 6.5 points above proficiency on the English/language arts portion of ISTEP+. However, the next year, as 6th graders, student performance fell to 1.3 points below proficiency.

AVERAGE ISTEP+ PERFORMANCE — MATHEMATICS *Figure F*



How to read these figures: These figures show the difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+. This value is listed above each bar. A green bar indicates that the average student score was above the score needed to be proficient on the ISTEP+. A red bar indicates that the average student score was below the score needed to be proficient on the ISTEP+. For example, in 2005-2006 when the 7th grade cohort was in 5th grade, students were, on average, 5.0 points below proficiency on the mathematics portion of ISTEP+. However, the next year, as 6th graders, student performance grew to 10.5 points above proficiency.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2007-2008 school year:

- Did students gain ground, lose ground or stay even compared to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

COMPARATIVE GAINS: HOW MUCH DID INDIANAPOLIS LIGHTHOUSE CHARTER SCHOOL'S STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at Indianapolis Lighthouse Charter School with those of students across Indiana (Figure G) and the United States (Figure H). The figures show where Indianapolis Lighthouse Charter School's students gained ground, lost ground or stayed even compared to their peers. Indianapolis Lighthouse Charter School's students gained ground compared to their Indiana peers in 11 out of 18 (61 percent) grades and subjects (Figure G). They gained ground compared to their national peers in 10 out of 18 (56 percent) grades and subjects (Figure H).



ACADEMIC PROGRESS

ACADEMIC PROGRESS OF STUDENTS *Figure G*

Indianapolis Lighthouse Charter School vs. Indiana Norms (IN), Fall 2007 through Spring 2008

	Indianapolis Lighthouse Charter School vs. Indiana Gains		Gained or Lost Ground		
Grade Level/Subject	Student Growth	Indiana Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	11.5	10.4	1.1		
2 nd grade	15.3	14.0	1.3		
3 rd grade	12.7	10.0	2.7		
4 th grade	5.3	9.0			-3.7
5 th grade	7.1	9.0			-1.9
6 th grade	14.8	7.0	7.8		
7 th grade	11.4	6.0	5.4		
Reading	10.3	8.4	1.9		
2 nd grade	14.1	13.0	1.1		
3 rd grade	9.6	8.0	1.6		
4 th grade	5.1	7.0			-1.9
5 th grade	11.2	6.0	5.2		
6 th grade	9.4	4.0	5.4		
7 th grade	9.2	3.0	6.2		
Language Usage	8.6	8.5		0.1	
2 nd grade	13.6	14.0		-0.4	
3 rd grade	7.7	8.0		-0.3	
4 th grade	6.5	6.0		0.5	
5 th grade	6.5	5.0	1.5		
6 th grade	4.9	4.0	0.9		
7 th grade	2.2	3.0		-0.8	
Total	10.1	9.1	1.0		

How to read this figure: The third row, as an example, under the Grade Level/Subject column is 3rd grade mathematics. The numbers in that row show that 3rd grade students at the school made an average gain of 12.7 points, compared to 10.0 points for the average Indiana student. These students "gained ground" compared to the average Indiana student because their average gains were 2.7 points higher. A rating of "stayed even" means there was no statistically significant difference between Indianapolis Lighthouse Charter School's average gains for this grade and subject and the average Indiana gains.

FACT

Indianapolis Lighthouse Charter School's students gained ground compared to their Indiana peers in 11 out of 18 (61 percent) grades and subjects.

ACADEMIC PROGRESS OF STUDENTS *Figure H*

Indianapolis Lighthouse Charter School vs. National Norms (U.S.), Fall 2007 through Spring 2008

	Indianapolis Lighthouse Charter School vs. U.S. Gains		Gained or Lost Ground		
Grade Level/Subject	Student Growth	U.S. Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	11.5	10.5	1.0		
2 nd grade	15.3	14.0	1.3		
3 rd grade	12.7	11.0	1.7		
4 th grade	5.3	9.0			-3.7
5 th grade	7.1	9.0			-1.9
6 th grade	14.8	7.0	7.8		
7 th grade	11.4	6.0	5.4		
Reading	10.3	8.4	1.9		
2 nd grade	14.1	13.0	1.1		
3 rd grade	9.6	9.0		0.6	
4 th grade	5.1	7.0			-1.9
5 th grade	11.2	5.0	6.2		
6 th grade	9.4	4.0	5.4		
7 th grade	9.2	3.0	6.2		
Language Usage	8.6	8.6		0.0	
2 nd grade	13.6	14.0		-0.4	
3 rd grade	7.7	9.0			-1.3
4 th grade	6.5	6.0		0.5	
5 th grade	6.5	5.0	1.5		
6 th grade	4.9	4.0	0.9		
7 th grade	2.2	3.0		-0.8	
Total	10.1	9.2	1.0		

How to read this figure: The second row, as an example, under the Grade Level/Subject column is 2nd grade mathematics. The numbers in that row show that 2nd grade students at the school made an average gain of 15.3 points, compared to 14.0 points for the average U.S. student. These students "gained ground" compared to the average U.S. student because their average gains were 1.3 points higher. A rating of "stayed even" means there was no statistically significant difference between Indianapolis Lighthouse Charter School's average gains for this grade and subject and the average U.S. gains.

FACT

Indianapolis Lighthouse Charter School gained ground compared to their national peers in 10 out of 18 (56 percent) grades and subjects.

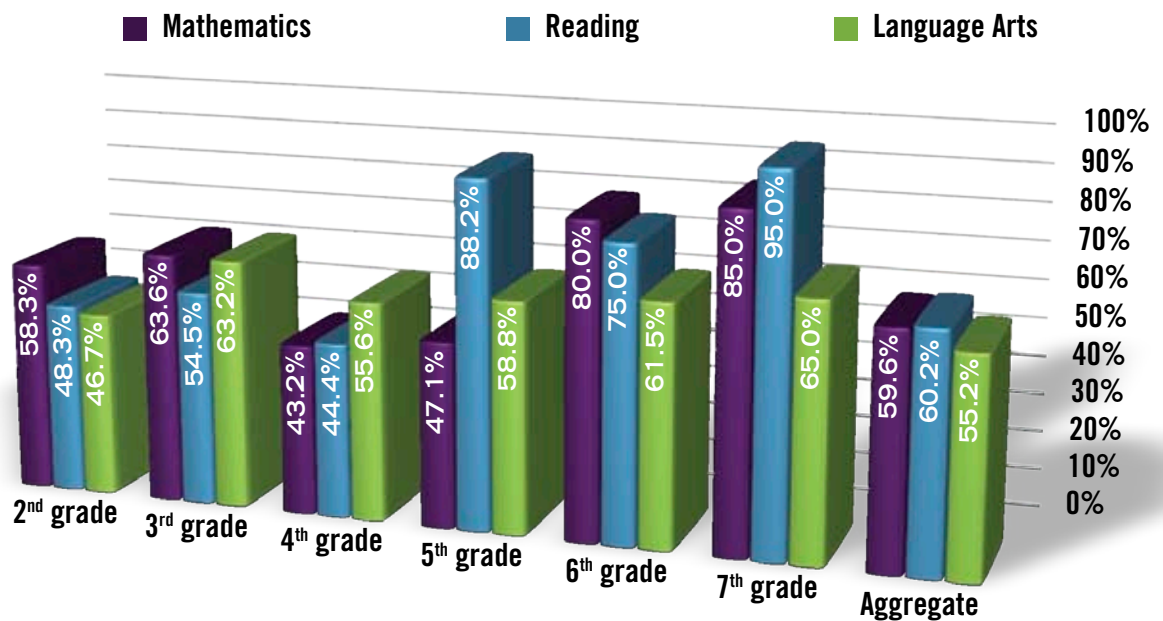
SUFFICIENT GAINS

SUFFICIENT GAINS: WHAT PROPORTION OF STUDENTS ARE ON TRACK TO REACH PROFICIENCY?

NWEA determined the target amount of growth each student needed to achieve between fall 2007 and spring 2008 in order to be on track to become proficient within two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains. NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and Figure I displays the results.

STUDENTS ACHIEVING SUFFICIENT GAINS *Figure I*

To Become Proficient within Two Years



How to read this figure: For example, 2nd grade mathematics shows 58.3 percent. This means that at their current rate of progress, 58.3 percent of 2nd graders enrolled in this school during the 2007-2008 school year made gains large enough that they would be expected to reach proficiency in mathematics in the spring of their 4th grade year and, therefore, pass the ISTEP+ the following fall.

QUESTION 2:

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY *Figure J*

Findings from Expert Site Visit Teams, Reviews by an Outside Accounting Firm,
Results from Independent Surveys and Oversight by Mayor's Office

	Findings
Fiscal Health	The school's financial systems were managed satisfactorily in 2007-2008, due to the support and oversight provided by Lighthouse Academies, Inc. The school fell significantly short of its enrollment projections, however, which negatively impacted its financial position and resulted in staff lay-offs.
Board Governance	The school is governed by the Lighthouse Academies of Indiana (LAI) Board and receives support from a local advisory board. The LAI Board is very engaged in the business operations of the school and effectively oversees school leadership. Meetings are orderly and closely follow procedural guidelines (e.g., detailed minutes, parliamentary procedures). In addition, the Board has added local representation and increased in size. The school could benefit from increased input from the local advisory board, whose role and authority are unclear.
Leadership	The school must ensure that effective and stable building level leadership is established. The school will not retain its Principal or Director of Instruction going into 2008-2009, and the school hired a new Regional Director in January of 2008. Carefully identifying and supporting leadership that is the right fit for the school is of critical importance.



PARENT AND STAFF SURVEY RESULTS

PARENT EVALUATION *Figure K*

Quality of education “very good” or “excellent”	74%
Satisfied with...	
Individualized student attention	93%
Curriculum/academic program	95%
Class size	91%
Quality of teaching/instruction	91%
Opportunities for parent participation	92%
School administration	78%
Faculty/teachers	86%
Services provided to students with special needs	67%
Likely to...	
Recommend school to friends or colleagues	79%
Return to school	79%
Overall satisfaction	90%

STAFF EVALUATION *Figure L*

Quality of education “very good” or “excellent”	5%
School improvement efforts are...	
Focused on student learning	74%
Based on research evidence	68%
Principal at this school...	
Tracks student progress	68%
Works directly with teachers	42%
Makes clear the expectations	50%
Communicates a clear vision	78%
Likely to...	
Return to school	53%
Overall satisfaction	47%

FACT

Indianapolis Lighthouse Charter School is commended for undertaking a rigorous and reflective self-evaluation process. Staff were transparent, open and honest and conducted the review with integrity.

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Indianapolis Lighthouse Charter School satisfied its obligations in 2007-2008 for compliance with laws and regulations and in providing access to students across Indianapolis. The school generally met its compliance and reporting obligations to the Mayor's Office and the Indiana Department of Education (IDOE). However, the school did not produce teacher licenses in a timely manner and was late in submitting a signed, hard copy of the Average Daily Membership (ADM) report to the IDOE in the fall and a follow-up ADM report in the spring. The school received notification of noncompliance on compliance Indicator 11 from the IDOE's Division of Exceptional Learners (DEL); this indicator refers to students receiving an evaluation within 60 days of identification. The school has one year to correct the noncompliance issue and will be monitored by DEL in accordance with its Continuous Improvement and Focused Monitoring System.

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

EXPERT SITE VISIT TEAM'S KEY COMMENTS *Figure N*

Key Commendations	<ul style="list-style-type: none"> The school is commended for undertaking a rigorous and reflective self-evaluation process. Staff were transparent, open and honest and conducted the review with integrity.
	<ul style="list-style-type: none"> The school adequately maintains special education files and fulfills its obligations to <i>English as a Second Language</i> students.
	<ul style="list-style-type: none"> Results from surveys indicate that parents are satisfied with the information they receive from the school.
Key Areas for Attention	<ul style="list-style-type: none"> The school must analyze its nationally-developed curriculum to ensure alignment with Indiana standards.
	<ul style="list-style-type: none"> The school continues to struggle with maintaining cleanliness in its restrooms and common areas.
	<ul style="list-style-type: none"> Teachers reported low staff morale, primarily because of problems with student discipline, high teacher turnover, inadequate planning time and having to attend to non-instructional responsibilities.
	<ul style="list-style-type: none"> Despite the availability of assessment tools and professional development, the use of data to drive instruction is limited.
	<ul style="list-style-type: none"> The quality of instruction varies across classrooms and some teachers fail to follow pacing guides, thus contributing to a lack of rigor.
	<ul style="list-style-type: none"> Staff remain ill-equipped to effectively prevent and address aggressive and explosive behaviors of students.

INDIANAPOLIS LIGHTHOUSE CHARTER SCHOOL

FIGURE NOTES

The information below provides source references and additional information for all figures appearing in the main report and each school's report.

Figure A: 2007-2008 Enrollment and Demand

Source for student enrollment: The Indiana Department of Education (IDOE) website, based on schools' Pupil Enrollment Count reported every fall.

Source for maximum possible enrollment: Each school's charter, on file with the Mayor's Office.

Source for number of students on waiting lists: Schools' self-report of data as of August 1, 2008.

Note: A school may elect to maintain a smaller overall enrollment than that allowed by its charter with the Mayor's Office.

Figure B: Student Composition

Source for race/ethnicity and free/reduced lunch data: Indiana Department of Education (IDOE) website.

Source for Special Education: IDOE website, Special Education count reported December 1, 2007.

Source for Limited English Proficiency: IDOE Division of Language Minority and Migrant Programs, count reported in March 2008.

Figure C: 2007-2008 Attendance Rate

Source: Indiana Department of Education website, preliminary figures.

Figure D: 2007-2008 Adequate Yearly Progress

Source: Indiana Department of Education (IDOE).

Note: AYP determinations are required by the federal No Child Left Behind Act. If a school enrolled fewer than 30 students in a particular subgroup for a full year prior to testing, the IDOE does not issue an AYP determination for that subgroup's performance. If a school enrolled fewer than 40 students in a particular subgroup at the time of testing, the IDOE does not issue an AYP determination for that subgroup's participation. None of the Mayor-sponsored charter schools had the necessary number of qualifying students in the American Native and Asian subgroups.

Figure E: 2007-2008 Public Law 221 Category Placement

Source: Indiana Department of Education (IDOE).

Note: Public Law 221 category placements are required annually by Indiana law. A school is placed into one of five categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch and Academic Probation – based on a combination of the school's improvement in achievement on the ISTEP+ and the school's overall ISTEP+ pass rate. In addition, regardless of its performance on the ISTEP+, a school that does not make AYP for two consecutive years in the same content area or subgroup cannot receive a category placement higher than Academic Progress. For purposes of Public Law 221, the IDOE considers the results of the English and math portions of the ISTEP+, but not the science portion. To determine improvement, the IDOE uses the greater of (a) the school's change in ISTEP+ pass rates over the most recent year or (b) the school's average change in ISTEP+ pass rates over the past three years. Only students who attended the school for at least 126 days during the 2006-2007 school year and took the fall 2007 ISTEP+ at that same school are included in one-year gain calculations for the 2007-2008 category placements. The IDOE calculated a school's "overall" pass rate using the ISTEP+ results of all students who attended the school on May 1, 2007, regardless of which school the students attended when they took the fall 2007 ISTEP+.

Figure F: Average ISTEP+ Performance

Source: The IDOE.

Figure G: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. Indiana Norms (IN), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure H: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. National Norms (U.S.), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure I: Students Achieving Sufficient Gains To Become Proficient Within Two Years

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association (NWEA), 2008.

Note: For 7th and 8th grade students, "sufficient gains" means sufficient to pass proficiency on the ISTEP+ in the fall of 9th grade. To determine what score is proficient, NWEA conducted a study in 2003 that found a high correlation between student scores on the Measures of Academic Progress (MAP) test and the ISTEP+, allowing NWEA to pinpoint a MAP score that equates with a passing score on the ISTEP+ in each grade and subject. As NWEA has not calculated these cut scores for grades 10 through 12, NWEA was unable to calculate sufficient gains for 9th through 12th grades.

Figure K: Parent Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Very satisfied" and "somewhat satisfied" responses are on a five-point scale that also included "satisfied," "somewhat dissatisfied" and "very dissatisfied." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Students with special needs include, for example, those for whom English is a second language or those with disabilities or other academic difficulties.

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

Figure L: Staff Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Strongly agree" and "agree" responses are on a six-point scale that also included "agree a little," "disagree a little," "disagree" and "strongly disagree." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

INDIANAPOLIS METROPOLITAN HIGH SCHOOL

INNOVATION IN EDUCATION

Through its small size, Indianapolis Metropolitan High School attempts to ensure that every student has genuine, individualized relationships with teachers and other adults, and that every student becomes a self-directed learner. The school's goal is to provide a unique, personalized education for students working toward a high school diploma.

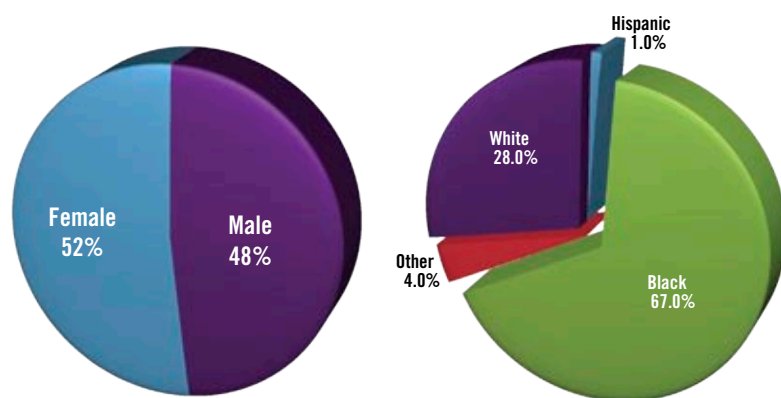
ENROLLMENT AND DEMAND *Figure A*

	2007-2008	At Capacity
Grades served	9-12	9-12
Maximum possible enrollment	512	480
Students enrolled	342	N/A
Students on waiting list	59	N/A

"N/A" denotes "Not Applicable." It is possible for a school that has not reached maximum enrollment to have a waiting list because some grade levels may be fully enrolled with a waiting list, while other grade levels may have openings.

STUDENT COMPOSITION *Figure B*

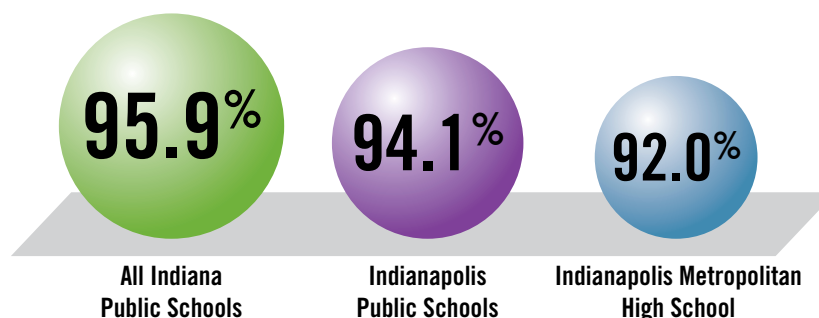
2007-2008 Demographics:



Free/reduced lunch	63.0%
Special education	21.1%
Limited English proficiency	—

Note: The Indiana Department of Education does not release the number of Limited English Proficiency students in a school if that number is less than 10.

2007-2008 ATTENDANCE RATE *Figure C*



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

The Indiana Department of Education did not assign an Adequate Yearly Progress rating or Public Law 221 category placement before the publication of this report, due to the merger of two charter schools (Indianapolis Met #1 and Indianapolis Met #2) into one (The Indianapolis Metropolitan High School). As a result, there are no Figures D or E for this school.



ISTEP+ RESULTS

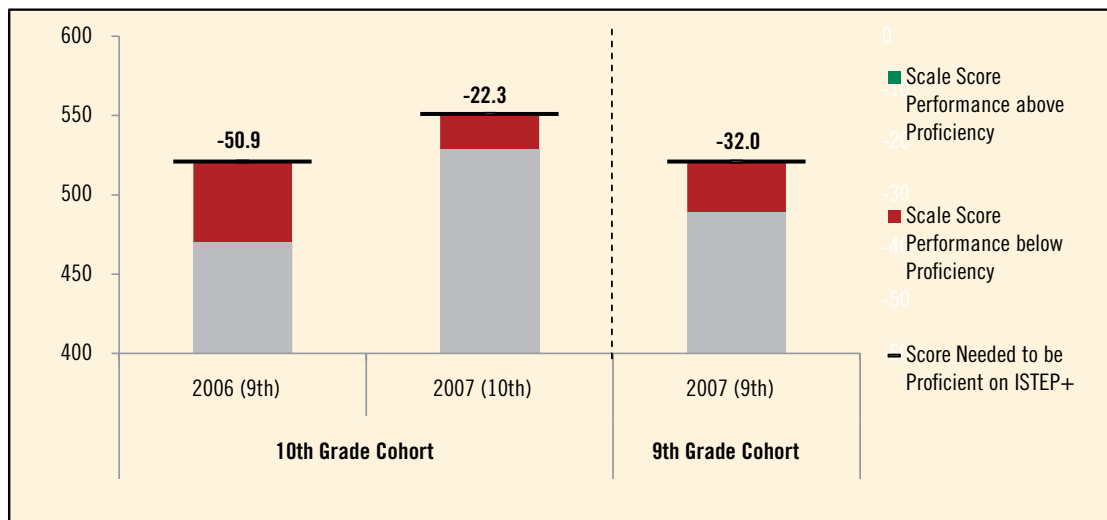
Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and mathematics. Figure F shows how particular classes at the school have scored on the ISTEP+ over time. The difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+ is an indication of how well students have mastered grade-level material. An improving class would have larger and larger green bars (rising higher above proficiency) or smaller and smaller red bars (approaching proficiency). A declining class would show the opposite: shrinking green bars or growing red bars. These simple comparisons of year-to-year performance are not perfect indicators of how much individual students have improved over time because the group of students taking the test changes somewhat each year. However, these comparisons do provide a general indication of overall student growth within classes.



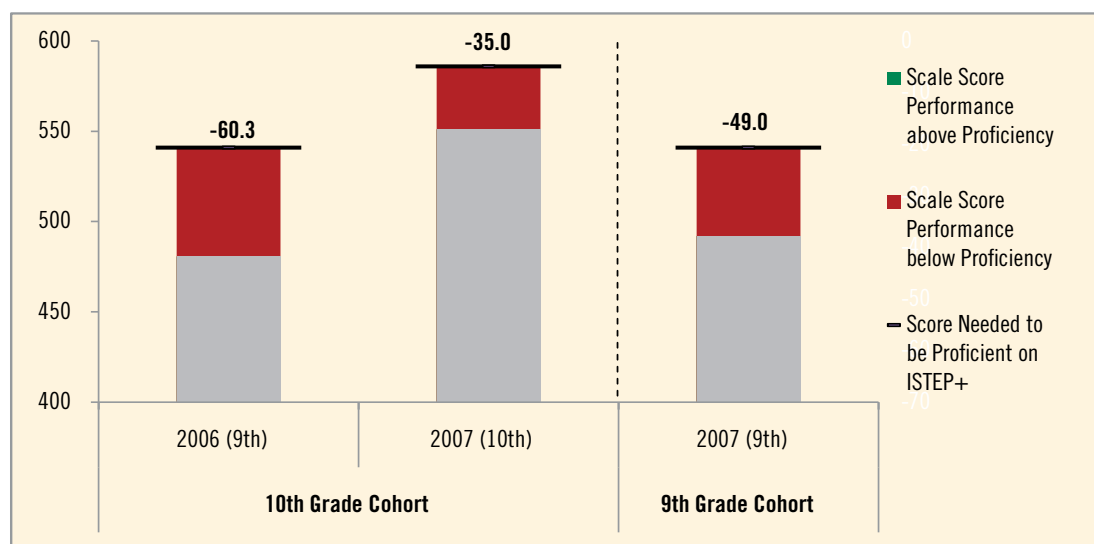
AVERAGE ISTEP+ PERFORMANCE *Figure F*

Missing years within cohorts indicate that Indiana did not offer a particular subject test in that grade for that year or that no students were in the applicable grade in this school at the time of testing. Prior to 2007, data are the weighted average combination of Indianapolis Met #1 and Indianapolis Met #2.

English/Language Arts



Mathematics



How to read these figures: These figures show the difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+. This value is listed above each bar. A green bar indicates that the average student score was above the score needed to be proficient on the ISTEP+. A red bar indicates that the average student score was below the score needed to be proficient on the ISTEP+. For example, in 2006-2007 when the 10th grade cohort was in 9th grade, students were, on average, 50.9 points below proficiency on the English/language arts portion of ISTEP+. However, the next year, as 10th graders, student performance grew to 22.3 points below proficiency.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2007-2008 school year:

- Did students gain ground, lose ground or stay even compared to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

Because NWEA does not publish proficiency levels for high school grades, it could not determine what proportion of students in this school made sufficient progress to reach proficiency over time. As a result, there is no Figure I for this school.

COMPARATIVE GAINS: HOW MUCH DID INDIANAPOLIS METROPOLITAN HIGH SCHOOL STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at Indianapolis Metropolitan High School with those of students across Indiana (Figure G) and the United States (Figure H). The figures show where Indianapolis Metropolitan High School students gained ground, lost ground or stayed even compared to their peers. Indianapolis Metropolitan High School students gained ground compared to their Indiana peers in 3 out of 6 (50 percent) grades and subjects (Figure G). They gained ground compared to their national peers in 3 out of 6 (50 percent) grades and subjects (Figure H).



ACADEMIC PROGRESS

ACADEMIC PROGRESS OF STUDENTS *Figure G*

Indianapolis Metropolitan High School vs. Indiana Norms (IN), Fall 2007 through Spring 2008

	Indianapolis Metropolitan High School vs. Indiana Gains		Gained or Lost Ground		
Grade Level/ Subject	Student Growth	Indiana Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	3.7	3.0		0.7	
9 th grade	6.0	3.0	3.0		
10 th grade	1.8	3.0			-1.2
Reading	1.6	1.0		0.6	
9 th grade	0.0	1.0		-1.0	
10 th grade	3.4	1.0	2.4		
Language Usage	1.9	1.0		0.9	
9 th grade	2.8	1.0	1.8		
10 th grade	1.0	1.0		0.0	
Total	2.4	1.7		0.8	

How to read this figure: The second row, as an example, under the Grade Level/Subject column is 9th grade mathematics. The numbers in that row show that 9th grade students at the school made an average gain of 6.0 points, compared to 3.0 points for the average Indiana student. These students "gained ground" compared to the average Indiana student because their average gains were 3.0 points higher. A rating of "stayed even" means there was no statistically significant difference between Indianapolis Metropolitan High School's average gains for this grade and subject and the average Indiana gains.

ACADEMIC PROGRESS OF STUDENTS *Figure H*

Indianapolis Metropolitan High School vs. National Norms (U.S.), Fall 2007 through Spring 2008

	Indianapolis Metropolitan High School vs. U.S. Gains		Gained or Lost Ground		
Grade Level/ Subject	Student Growth	U.S. Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	3.7	3.0		0.7	
9 th grade	6.0	3.0	3.0		
10 th grade	1.8	3.0			-1.2
Reading	1.6	1.5		0.1	
9 th grade	0.0	2.0			-2.0
10 th grade	3.4	1.0	2.4		
Language Usage	1.9	1.0		0.9	
9 th grade	2.8	1.0	1.8		
10 th grade	1.0	1.0		0.0	
Total	2.4	1.8		0.6	

How to read this figure: The second row, as an example, under the Grade Level/Subject column is 9th grade mathematics. The numbers in that row show that 9th grade students at the school made an average gain of 6.0 points, compared to 3.0 points for the average U.S. student. These students "gained ground" compared to the average U.S. student because their average gains were 3.0 points higher. A rating of "stayed even" means there was no statistically significant difference between Indianapolis Metropolitan High School's average gains for this grade and subject and the average U.S. gains.

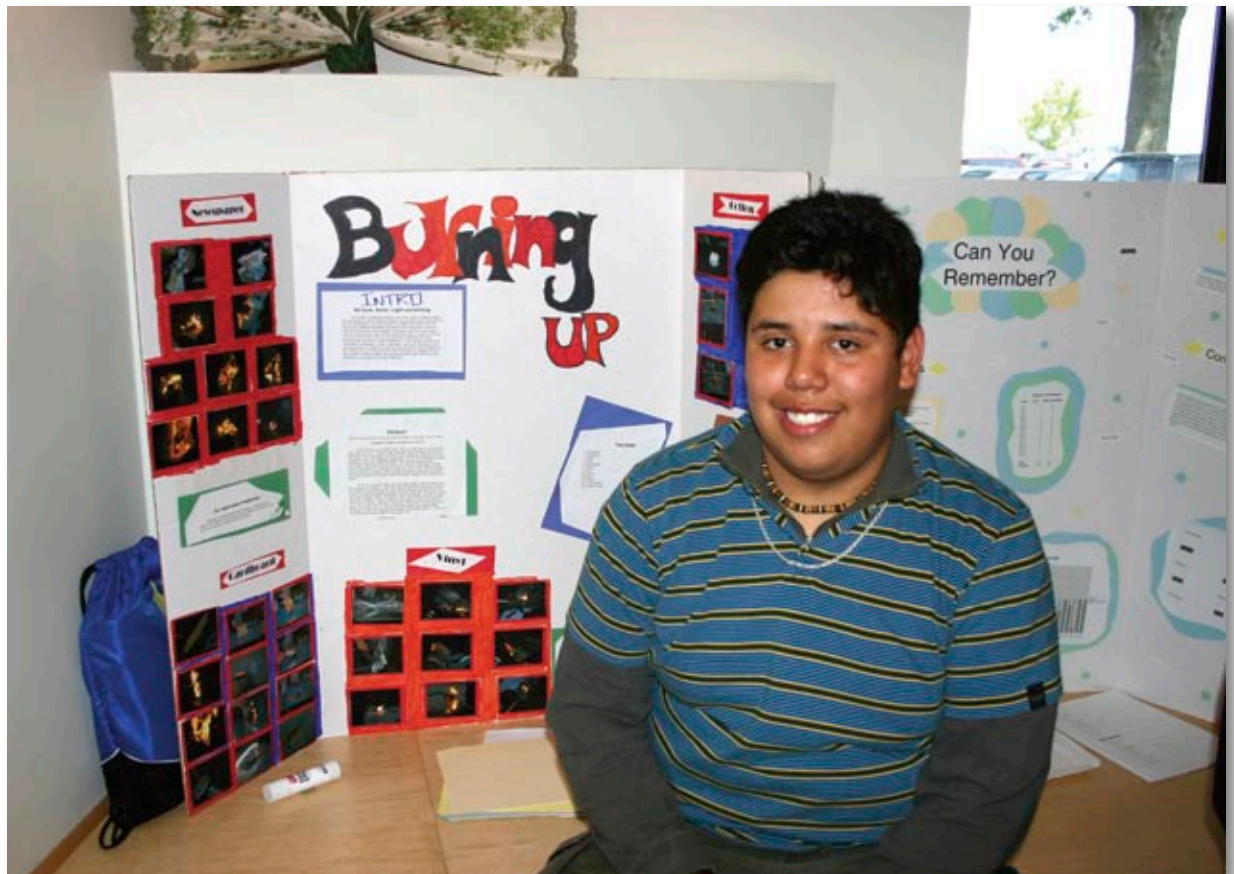
FOURTH YEAR CHARTER REVIEW

The Mayor's Office determines how well schools in their fourth year are meeting the standards in Question 1 of the Performance Framework. Possible ratings for this question include "Does Not Meet Standard," "Approaching Standard," "Meets Standard" and "Exceeds Standard."

Core Question 1: Is the educational program a success?

Ratings from Fourth Year Charter Review		Finding
1.3.	Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?	Does Not Meet Standard
1.4	During the school's fourth year of operation, 90 percent or more of graduates will enroll in a 2- or 4- year post-secondary institution.*	Exceeds Standard

**Goal 1.4 is specific to the Indianapolis Metropolitan High School, with standards for performance set by the school and approved by the Mayor's office.*



QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY *Figure J*

Findings from Expert Site Visit Teams, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by Mayor's Office

Findings	
Fiscal Health	The school is in sound fiscal health, due in part to the significant financial management assistance provided by Goodwill Industries of Central Indiana. During the school year, the Indiana State Board of Accounts (SBOA) examined the school's finances for the time period from July 1, 2005 to June 30, 2007. The examination outlined minor findings related to the school's financial accounting practices. Some of the findings – specifically that school lunch reimbursement claims were not submitted in a timely manner and employee time, attendance and service records were not presented for examination – appeared on the school's previous examination suggesting that the school has not yet satisfactorily resolved these issues.
Board Governance	The board is highly engaged and demonstrates a thorough understanding of school operations. Board members hold staff accountable for appropriately delivering a high-quality education to students and remain consistently focused on improving the school's academic performance. The board is receptive to staff suggestions and works with school leadership in specific and meaningful ways.
Leadership	The school leadership team has clearly defined roles and distribution of responsibility. The administration structure allows the school's four principals to focus on implementing and improving the school's academic program, while the school's CEO and other administrators are able to focus on the business and human resource operations of the school. The leadership team offers a diverse range of skills and abilities.



PARENT AND STAFF SURVEY RESULTS

PARENT EVALUATION *Figure K*

Quality of education “very good” or “excellent”	60%
Satisfied with...	
Individualized student attention	91%
Curriculum/academic program	77%
Class size	98%
Quality of teaching/instruction	85%
Opportunities for parent participation	80%
School administration	78%
Faculty/teachers	85%
Services provided to students with special needs	57%
Likely to...	
Recommend school to friends or colleagues	75%
Return to school	78%
Overall satisfaction	87%

FACT
The administration and leadership have sufficient academic and business expertise that has been stable over time.

STAFF EVALUATION *Figure L*

Quality of education “very good” or “excellent”	19%
School improvement efforts are...	
Focused on student learning	83%
Based on research evidence	67%
Principal at this school...	
Tracks student progress	55%
Works directly with teachers	57%
Makes clear the expectations	71%
Communicates a clear vision	74%
Likely to...	
Return to school	79%
Overall satisfaction	88%

FOURTH YEAR CHARTER REVIEW

The Mayor’s Office determines how well schools in their fourth year are meeting the standards in Question 2 of the Performance Framework. Possible ratings for this question include “Does Not Meet Standard,” “Approaching Standard,” “Meets Standard” and “Exceeds Standard.”

Core Question 2: Is the organization effective and well-run?

Ratings from Fourth Year Charter Review		Finding
2.1.	Is the school in sound fiscal health?	Meets Standard
2.2.	Are the school’s student enrollment, attendance and retention rates strong?	Does Not Meet Standard
2.3.	Is the school’s board active and competent in its oversight?	Exceeds Standard
2.4.	Is there a high level of parent satisfaction with the school?	Meets Standard
2.5.	Is the school administration strong in its academic and organizational leadership?	Approaching Standard

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

The Indianapolis Metropolitan High School satisfied its obligations in 2007-2008 for compliance with laws and regulations and in providing access to students across Indianapolis. The Mayor's Office's internal systems did not indicate any significant concerns related to these obligations. However, the school was late in submitting its Biannual Financial Report (Form 9) to the Indiana Department of Education (IDOE) and did not consistently produce teacher licenses in a timely manner. In addition, the school received notification of noncompliance on compliance Indicator 13 from the IDOE's Division of Exceptional Learners (DEL). This indicator refers to the percent of youth age 14 and above with Individualized Education Plans (IEP) that include coordinated, measurable and annual IEP goals and transition services that reasonably enable students to meet their post-secondary goals.

FOURTH YEAR CHARTER REVIEW

The Mayor's Office determines how well schools in their fourth year are meeting the standards in Question 3 of the Performance Framework. Possible ratings for this question include "Does Not Meet Standard," "Approaching Standard" and "Meets Standard."

Core Question 3: Is the school meeting its operations and access obligations?

Ratings from Fourth Year Charter Review		Finding
3.1.	Has the school satisfactorily completed all of its organizational structure and governance obligations?	Meets Standard
3.2.	Is the school's physical plant safe and conducive to learning?	Meets Standard
3.3.	Has the school established and implemented a fair and appropriate pupil enrollment process?	Meets Standard
3.4.	Is the school properly maintaining special education files for its students with special needs?	Approaching Standard

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

As part of its oversight of charter schools, the Mayor's Office engaged external reviewers to conduct site visits of schools in their fourth year of operation. The purpose is to present the school and the Mayor's Office with a professional judgment on conditions and practices at the school, which are best provided through an external perspective. The site visit uses multiple sources of evidence to understand the school's performance. Evidence collection begins before the visit with the review of key documents and continues on-site through additional document review, classroom visits and interviews with a number of stakeholders.

EXPERT SITE VISIT TEAM'S KEY COMMENTS *Figure N*

Key Commendations	<ul style="list-style-type: none"> • The board is active and knowledgeable in its role and enhances the mission of the school.
	<ul style="list-style-type: none"> • The administration and leadership have sufficient academic and business expertise that has been stable over time.
	<ul style="list-style-type: none"> • There is clear evidence of a strong commitment to the mission at the school.
	<ul style="list-style-type: none"> • Ongoing communication with students and parents is clear and helpful.
Key Areas for Attention	<ul style="list-style-type: none"> • The school has yet to establish a rigorous academic curriculum to ensure that students achieve necessary content and skills.
	<ul style="list-style-type: none"> • The school has not fully aligned its curriculum to state standards and does not consistently implement the curriculum to ensure all students master the content.
	<ul style="list-style-type: none"> • Learning standards and assessments are not effectively used as of yet to inform and improve instruction on a systematic basis.
	<ul style="list-style-type: none"> • The school needs to have a greater focus on professional development opportunities that focus on increasing the rigor of the academic program.

FACT

The board is active and knowledgeable in its role and enhances the mission of the school.

FOURTH YEAR CHARTER REVIEW

The Mayor's Office determines how well schools in their fourth year are meeting the standards in Core Question 4 of the Performance Framework. Possible ratings for this question include "Does Not Meet Standard," "Approaching Standard" and "Meets Standard."

Core Question 4: Is the school providing appropriate conditions for success?

Ratings from Fourth Year Charter Review		Finding
4.1.	Does the school have a high-quality curriculum and supporting materials for each grade?	Does Not Meet Standard
4.2.	Are the teaching processes (pedagogies) consistent with the school's mission?	Does Not Meet Standard
4.3.	For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	Approaching Standard
4.4.	Does the school effectively use learning standards and assessments to inform and improve instruction?	Does Not Meet Standard
4.5.	Has the school developed adequate human resource systems and deployed its staff effectively?	Approaching Standard
4.6.	Is the school's mission clearly understood by all stakeholders?	Meets Standard
4.7.	Is the school climate conducive to student and staff success?	Approaching Standard
4.8.	Is ongoing communication with students and parents clear and helpful?	Meets Standard



INDIANAPOLIS METROPOLITAN HIGH SCHOOL

FIGURE NOTES

The information below provides source references and additional information for all figures appearing in the main report and each school's report.

Figure A: 2007-2008 Enrollment and Demand

Source for student enrollment: The Indiana Department of Education (IDOE) website, based on schools' Pupil Enrollment Count reported every fall.

Source for maximum possible enrollment: Each school's charter, on file with the Mayor's Office.

Source for number of students on waiting lists: Schools' self-report of data as of August 1, 2008.

Note: A school may elect to maintain a smaller overall enrollment than that allowed by its charter with the Mayor's Office.

Figure B: Student Composition

Source for race/ethnicity and free/reduced lunch data: Indiana Department of Education (IDOE) website.

Source for Special Education: IDOE website, Special Education count reported December 1, 2007.

Source for Limited English Proficiency: IDOE Division of Language Minority and Migrant Programs, count reported in March 2008.

Figure C: 2007-2008 Attendance Rate

Source: Indiana Department of Education website, preliminary figures.

Figure D: 2007-2008 Adequate Yearly Progress

Source: Indiana Department of Education (IDOE).

Note: AYP determinations are required by the federal No Child Left Behind Act. If a school enrolled fewer than 30 students in a particular subgroup for a full year prior to testing, the IDOE does not issue an AYP determination for that subgroup's performance. If a school enrolled fewer than 40 students in a particular subgroup at the time of testing, the IDOE does not issue an AYP determination for that subgroup's participation. None of the Mayor-sponsored charter schools had the necessary number of qualifying students in the American Native and Asian subgroups.

Figure E: 2007-2008 Public Law 221 Category Placement

Source: Indiana Department of Education (IDOE).

Note: Public Law 221 category placements are required annually by Indiana law. A school is placed into one of five categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch and Academic Probation – based on a combination of the school's improvement in achievement on the ISTEP+ and the school's overall ISTEP+ pass rate. In addition, regardless of its performance on the ISTEP+, a school that does not make AYP for two consecutive years in the same content area or subgroup cannot receive a category placement higher than Academic Progress. For purposes of Public Law 221, the IDOE considers the results of the English and math portions of the ISTEP+, but not the science portion. To determine improvement, the IDOE uses the greater of (a) the school's change in ISTEP+ pass rates over the most recent year or (b) the school's average change in ISTEP+ pass rates over the past three years. Only students who attended the school for at least 126 days during the 2006-2007 school year and took the fall 2007 ISTEP+ at that same school are included in one-year gain calculations for the 2007-2008 category placements. The IDOE calculated a school's "overall" pass rate using the ISTEP+ results of all students who attended the school on May 1, 2007, regardless of which school the students attended when they took the fall 2007 ISTEP+.

Figure F: Average ISTEP+ Performance

Source: The IDOE.

Figure G: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. Indiana Norms (IN), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure H: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. National Norms (U.S.), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure I: Students Achieving Sufficient Gains To Become Proficient Within Two Years

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association (NWEA), 2008.

Note: For 7th and 8th grade students, "sufficient gains" means sufficient to pass proficiency on the ISTEP+ in the fall of 9th grade. To determine what score is proficient, NWEA conducted a study in 2003 that found a high correlation between student scores on the Measures of Academic Progress (MAP) test and the ISTEP+, allowing NWEA to pinpoint a MAP score that equates with a passing score on the ISTEP+ in each grade and subject. As NWEA has not calculated these cut scores for grades 10 through 12, NWEA was unable to calculate sufficient gains for 9th through 12th grades.

Figure K: Parent Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Very satisfied" and "somewhat satisfied" responses are on a five-point scale that also included "satisfied," "somewhat dissatisfied" and "very dissatisfied." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Students with special needs include, for example, those for whom English is a second language or those with disabilities or other academic difficulties.

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

Figure L: Staff Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Strongly agree" and "agree" responses are on a six-point scale that also included "agree a little," "disagree a little," "disagree" and "strongly disagree." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

Ratings from the Fourth Year Charter Review

Source: "Indianapolis Mayor's Office Fourth Year Charter Review" for each Fourth Year School (Charles A. Tindley Accelerated School, KIPP Indianapolis College Preparatory, Indianapolis Metropolitan High School and Southeast Neighborhood School of Excellence), available online. The schools' full reports include detailed explanations of the ratings.

KIPP INDIANAPOLIS COLLEGE PREPARATORY

INNOVATION IN EDUCATION

KIPP Indianapolis College Preparatory's mission is to strengthen the character, knowledge and academic skills of its students, empowering them to make decisions that ensure success in college. The school was founded on the principles of high expectations, choice and commitment, more time, power to lead and focus on results.

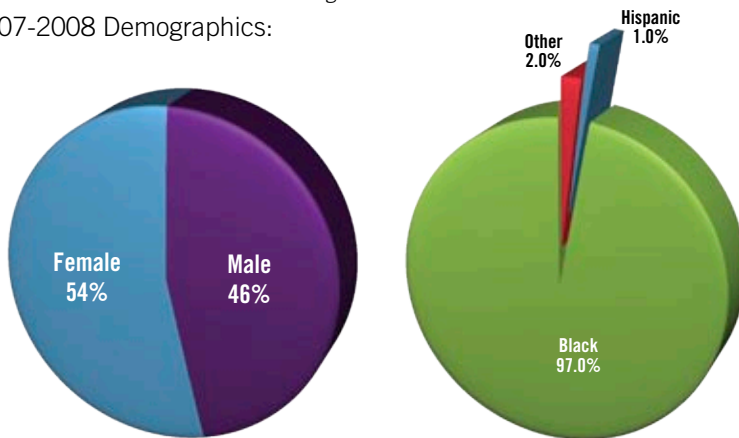
ENROLLMENT AND DEMAND *Figure A*

	2007-2008	At Capacity
Grades served	5-8	5-8
Maximum possible enrollment	320	320
Students enrolled	250	N/A
Students on waiting list	4	N/A

"N/A" denotes "Not Applicable." It is possible for a school that has not reached maximum enrollment to have a waiting list because some grade levels may be fully enrolled with a waiting list, while other grade levels may have openings.

STUDENT COMPOSITION *Figure B*

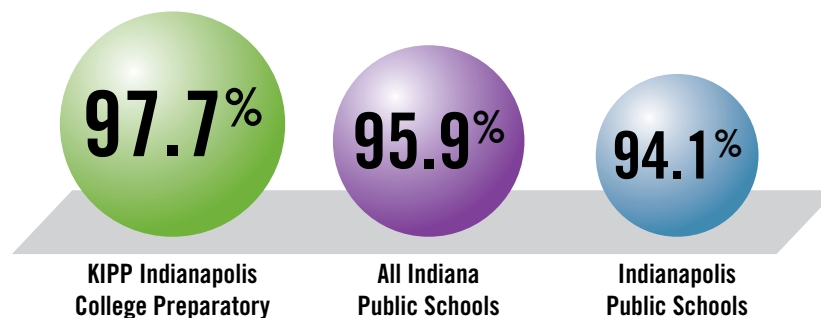
2007-2008 Demographics:



Free/reduced lunch	84.0%
Special education	12.8%
Limited English proficiency	—

Note: The Indiana Department of Education does not release the number of Limited English Proficiency students in a school if that number is less than 10.

2007-2008 ATTENDANCE RATE *Figure C*



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

2007-2008 ADEQUATE YEARLY PROGRESS *Figure D*

As Determined by the Indiana Department of Education

OVERALL DETERMINATION: No	English	Mathematics	Attendance	Participation Rate
All students	No	Yes	Yes	Yes
Black	No	Yes		Yes
Free/reduced lunch	Yes	Yes		Yes

Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.

2007-2008 PUBLIC LAW 221 CATEGORY PLACEMENT *Figure E*

As Determined by the Indiana Department of Education

Category Placement:	Exemplary Progress
The school demonstrated improvement of 9.3 percent in ISTEP+ pass rates and an overall pass rate of 55.9 percent to receive an "Exemplary Progress" placement.	
<i>Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.</i>	

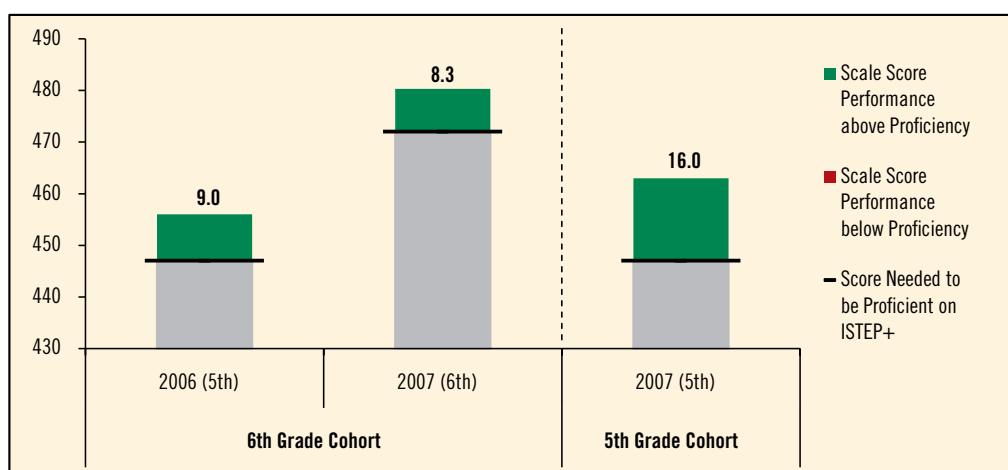
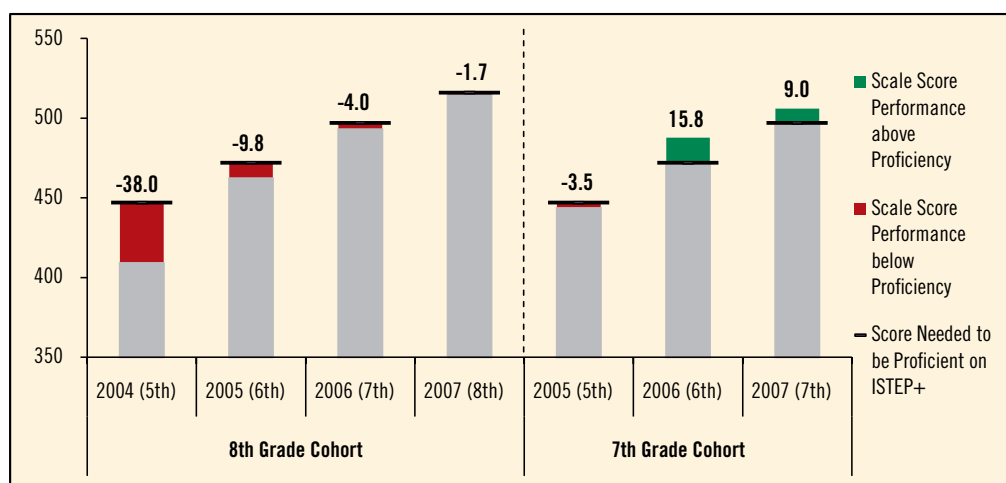
ISTEP+ RESULTS

Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and mathematics. Figure F shows how particular classes at the school have scored on the ISTEP+ over time. The difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+ is an indication of how well students have mastered grade-level material. An improving class would have larger and larger green bars (rising higher above proficiency) or smaller and smaller red bars (approaching proficiency). A declining class would show the opposite: shrinking green bars or growing red bars. These simple comparisons of year-to-year performance are not perfect indicators of how much individual students have improved over time because the group of students taking the test changes somewhat each year. However, these comparisons do provide a general indication of overall student growth within classes.



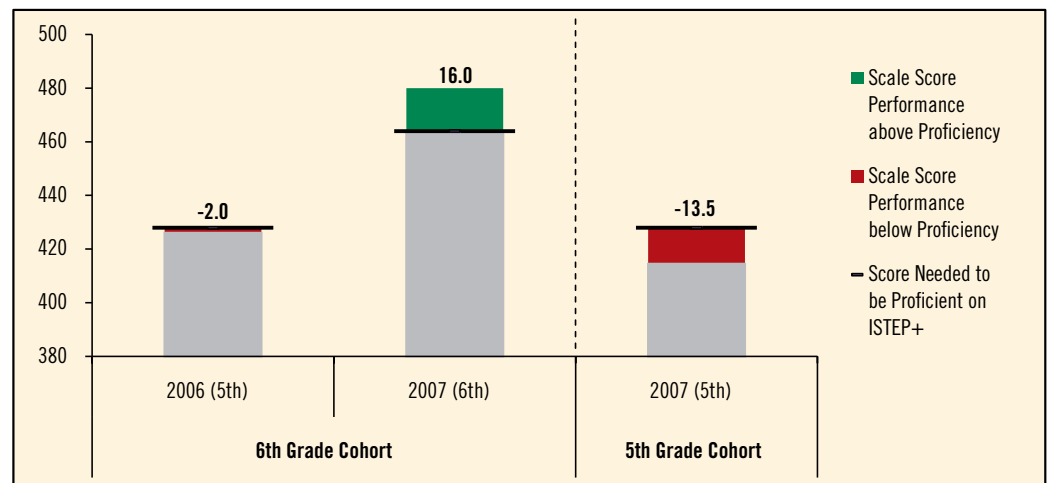
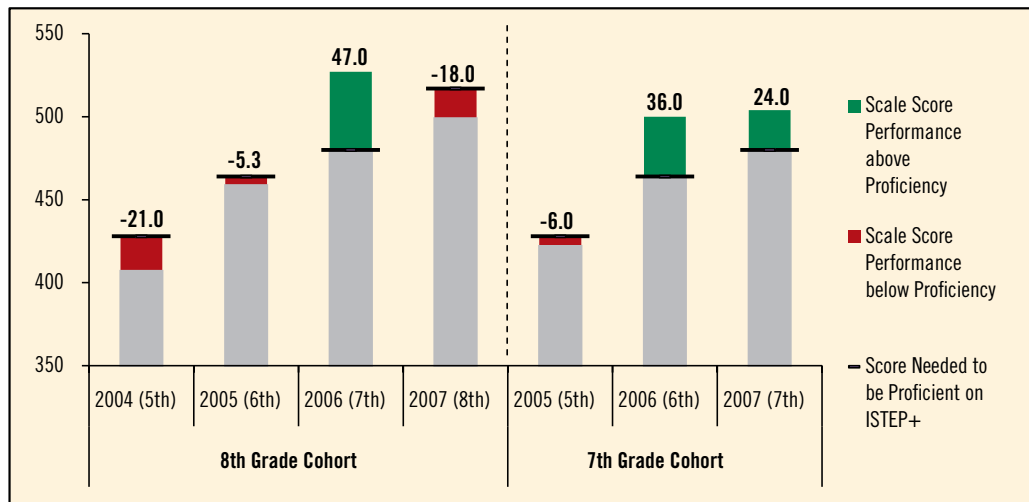
AVERAGE ISTEP+ PERFORMANCE — ENGLISH/LANGUAGE ARTS *Figure F*

Missing years within cohorts indicate that Indiana did not offer a particular subject test in that grade for that year or that no students were in the applicable grade in this school at the time of testing.



How to read these figures: These figures show the difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+. This value is listed above each bar. A green bar indicates that the average student score was above the score needed to be proficient on the ISTEP+. A red bar indicates that the average student score was below the score needed to be proficient on the ISTEP+. For example, in 2004-2005 when the 8th grade cohort was in 5th grade, students were, on average, 38.0 points below proficiency on the English/language arts portion of ISTEP+. However, the next year, as 6th graders, student performance grew to 9.8 points below proficiency.

AVERAGE ISTEP+ PERFORMANCE — MATHEMATICS *Figure F*



How to read these figures: These figures show the difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+. This value is listed above each bar. A green bar indicates that the average student score was above the score needed to be proficient on the ISTEP+. A red bar indicates that the average student score was below the score needed to be proficient on the ISTEP+. For example, in 2004-2005 when the 8th grade cohort was in 5th grade, students were, on average, 21.0 points below proficiency on the mathematics portion of ISTEP+. However, the next year, as 6th graders, student performance grew to 5.3 points below proficiency.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2007-2008 school year:

- Did students gain ground, lose ground or stay even compared to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

COMPARATIVE GAINS: HOW MUCH DID KIPP INDIANAPOLIS COLLEGE PREPARATORY'S STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at KIPP Indianapolis College Preparatory with those of students across Indiana (Figure G) and the United States (Figure H). The figures show where KIPP Indianapolis College Preparatory's students gained ground, lost ground or stayed even compared to their peers. KIPP Indianapolis College Preparatory's students gained ground compared to their Indiana peers in 7 out of 11 (64 percent) grades and subjects (Figure G). They gained ground compared to their national peers in 7 out of 11 (64 percent) grades and subjects (Figure H).



ACADEMIC PROGRESS

ACADEMIC PROGRESS OF STUDENTS *Figure G*

KIPP Indianapolis College Preparatory vs. Indiana Norms (IN), Fall 2007 through Spring 2008

Grade Level/Subject	KIPP Indianapolis College Preparatory vs. Indiana Gains		Gained or Lost Ground		
	Student Growth	Indiana Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	5.9	6.3		-0.4	
5 th grade	21.8	9.0	12.8		
6 th grade	7.9	7.0	0.9		
7 th grade	4.9	6.0			-1.1
8 th grade	1.2	5.0			-3.8
Reading	5.8	3.8	2.1		
5 th grade	9.8	6.0	3.8		
6 th grade	5.9	4.0	1.9		
7 th grade	6.4	3.0	3.4		
8 th grade	1.8	3.0			-1.2
Language Usage	5.9	3.6	2.3		
5 th grade	4.0	5.0			-1.0
6 th grade	6.1	4.0	2.1		
7 th grade	5.7	3.0	2.7		
Total	5.9	4.6	1.3		

How to read this figure: The fourth row, as an example, under the Grade Level/Subject column is 7th grade mathematics. The numbers in that row show that 7th grade students at the school made an average gain of 4.9 points, compared to 6.0 points for the average Indiana student. These students "lost ground" compared to the average Indiana student because their average gains were 1.1 points lower. A rating of "stayed even" means there was no statistically significant difference between KIPP Indianapolis College Preparatory's average gains for this grade and subject and the average Indiana gains.



ACADEMIC PROGRESS OF STUDENTS *Figure H*

KIPP Indianapolis College Preparatory vs. National Norms (U.S.), Fall 2007 through Spring 2008

Grade Level/Subject	KIPP Indianapolis College Preparatory vs. U.S. Gains		Gained or Lost Ground		
	Student Growth	U.S. Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	5.9	6.3		-0.4	
5 th grade	21.8	9.0	12.8		
6 th grade	7.9	7.0	0.9		
7 th grade	4.9	6.0			-1.1
8 th grade	1.2	5.0			-3.8
Reading	5.8	3.6	2.2		
5 th grade	9.8	5.0	4.8		
6 th grade	5.9	4.0	1.9		
7 th grade	6.4	3.0	3.4		
8 th grade	1.8	3.0			-1.2
Language Usage	5.9	3.6	2.3		
5 th grade	4.0	5.0			-1.0
6 th grade	6.1	4.0	2.1		
7 th grade	5.7	3.0	2.7		
Total	5.9	4.5	1.3		

How to read this figure: The second row, as an example, under the Grade Level/Subject column is 5th grade mathematics. The numbers in that row show that 5th grade students at the school made an average gain of 21.8 points, compared to 9.0 points for the average U.S. student. These students "gained ground" compared to the average U.S. student because their average gains were 12.8 points higher. A rating of "stayed even" means there was no statistically significant difference between KIPP Indianapolis College Preparatory's average gains for this grade and subject and the average U.S. gains.



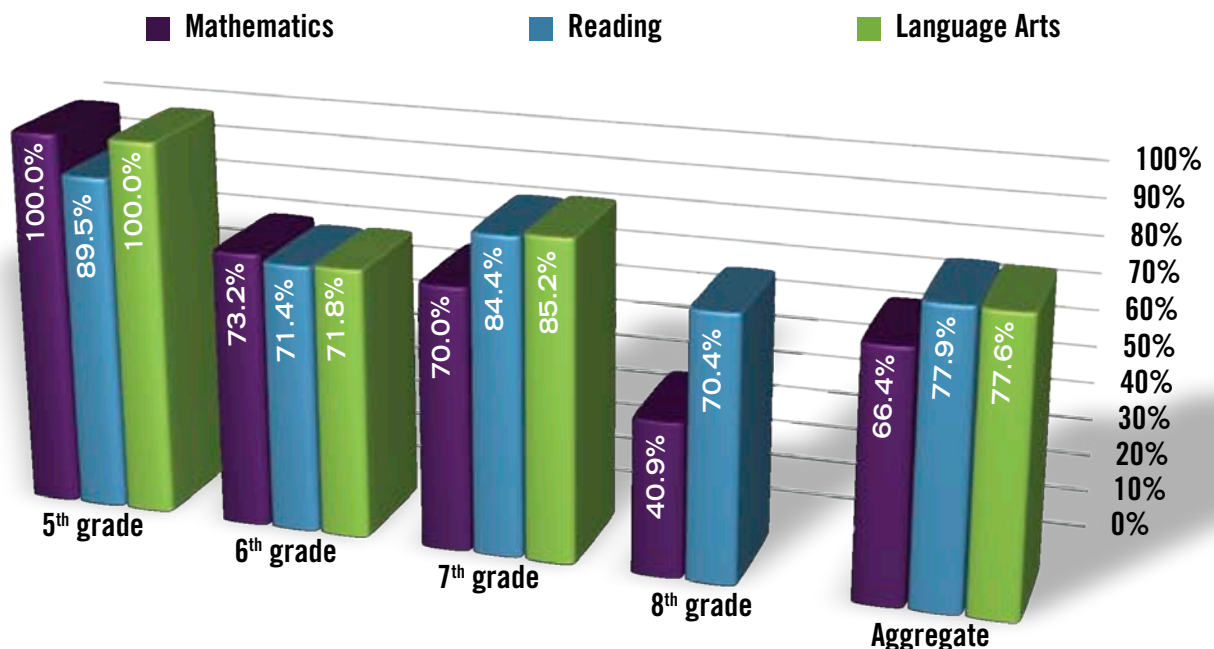
SUFFICIENT GAINS

SUFFICIENT GAINS: WHAT PROPORTION OF STUDENTS ARE ON TRACK TO REACH PROFICIENCY?

NWEA determined the target amount of growth each student needed to achieve between fall 2007 and spring 2008 in order to be on track to become proficient within two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains. NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and Figure I displays the results.

STUDENTS ACHIEVING SUFFICIENT GAINS *Figure I*

To Become Proficient within Two Years



How to read this figure: For example, 5th grade mathematics shows 100.0 percent. This means that at their current rate of progress, 100.0 percent of 5th graders enrolled in this school during the 2007-2008 school year made gains large enough that they would be expected to reach proficiency in mathematics in the spring of their 7th grade year and, therefore, pass the ISTEP+ the following fall.

FOURTH YEAR CHARTER REVIEW

The Mayor's Office determines how well schools in their fourth year are meeting the standards in Question 1 of the Performance Framework. Possible ratings for this question include "Does Not Meet Standard," "Approaching Standard," "Meets Standard" and "Exceeds Standard."

Core Question 1: Is the educational program a success?

Ratings from Fourth Year Charter Review		Finding
1.1.	Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?	Exceeds Standard
1.2	Are students making substantial and adequate gains over time, as measured by a value-added analysis?	Meets Standard

QUESTION 2:

IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY *Figure J*

Findings from Expert Site Visit Teams, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by Mayor's Office

	Findings
Fiscal Health	<p>During the 2007-2008 school year, the Indiana State Board of Accounts (SBOA) examined the school's finances for the time period of July 1, 2005 to June 30, 2007. The examination found that the school spent approximately \$5,000 for questionable staff incentives such as spa trips and facials. In addition, such incentives were not administered in accordance with regularly accepted disbursement practices, such as having a board-approved policy authorizing such incentives, having clear criteria for the standards or outcomes that must be achieved in order for staff to receive incentives, and inclusion of incentives as part of each employee's contract. The examination also noted other areas of deficiency that appeared in the school's previous SBOA examination, suggesting that the school had not yet rectified these problems. The school must submit to the Mayor's Office revised and new policies and procedures specific to staff incentives. The school also must address areas of deficiency noted in multiple examinations.</p>
Board Governance	<p>While some board members are very dedicated to the school and have engaged in helpful fundraising efforts, development of the board's ability to provide comprehensive oversight of the school must be a high priority for the 2008-2009 academic year. The board must develop more comprehensive systems to hold school leadership accountable. In addition to ensuring that all board meetings are conducted publicly and follow all Open Door Laws, the board needs to develop and closely follow board policies. The board experienced a high level of turnover during 2007-2008 and thus the development of individual board members must be addressed.</p>
Leadership	<p>Attending to leadership deficiencies must be of the utmost importance in the 2008-2009 academic year. The school's building administrator resigned and more than half of the school's staff resigned or were terminated by the school's CEO during the 2007-2008 school year. In addition, at the time this report was developed, the school's board created and was initiating a plan to examine operational performance concerns and leadership capacity due to very serious concerns raised by a number of former staff members and parents.</p>

PARENT AND STAFF SURVEY RESULTS

PARENT EVALUATION *Figure K*

Quality of education “very good” or “excellent”	59%
Satisfied with...	
Individualized student attention	78%
Curriculum/academic program	83%
Class size	79%
Quality of teaching/instruction	73%
Opportunities for parent participation	71%
School administration	63%
Faculty/teachers	74%
Services provided to students with special needs	50%
Likely to...	
Recommend school to friends or colleagues	60%
Return to school	61%
Overall satisfaction	75%

STAFF EVALUATION *Figure L*

Quality of education “very good” or “excellent”	100%
School improvement efforts are...	
Focused on student learning	80%
Based on research evidence	80%
Principal at this school...	
Tracks student progress	80%
Works directly with teachers	70%
Makes clear the expectations	90%
Communicates a clear vision	100%
Likely to...	
Return to school	90%
Overall satisfaction	100%

FOURTH YEAR CHARTER REVIEW

The Mayor’s Office determines how well schools in their fourth year are meeting the standards in Question 2 of the Performance Framework. Possible ratings for this question include “Does Not Meet Standard,” “Approaching Standard,” “Meets Standard” and “Exceeds Standard.”

Core Question 2: Is the organization effective and well-run?

Ratings from Fourth Year Charter Review		Finding
2.1.	Is the school in sound fiscal health?	Approaching Standard
2.2.	Are the school’s student enrollment, attendance and retention rates strong?	Approaching Standard
2.3.	Is the school’s board active and competent in its oversight?	Approaching Standard
2.4.	Is there a high level of parent satisfaction with the school?	Meets Standard
2.5.	Is the school administration strong in its academic and organizational leadership?	Does Not Meet Standard

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

KIPP Indianapolis College Preparatory (KIPP) has consistently failed to meet its reporting and compliance obligations to the Mayor's Office and the Indiana Department of Education (IDOE). The school did not effectively manage its compliance responsibilities and continuously failed to submit required documents in a timely manner. The school was late in submitting a number of reports, including its September Student Residence report (DOE-SR) and signed hard copies of the September Student Membership report (DOE-ME); it was also late in submitting both reports during the 2006-2007 school year. Additionally, the school was late in submitting its attendance rate to the IDOE, its 2007-2008 Title I application, and a revised 2006-2007 Title I amendment. Due to this lack of compliance, Title I funds were withheld from the school for a period of time. The school's tardiness in submitting its revised student roster to the Office of Charter School Research at Ball State University for Northwest Evaluation Association (NWEA) testing resulted in significant delays in the fall administration of the assessment for students at KIPP. The school received notification of noncompliance on compliance Indicator 13 from the IDOE's Division of Exceptional Learners (DEL); this indicator refers to the percent of youth age 14 and above with Individualized Education Plans (IEP) that include coordinated, measurable and annual IEP goals and transition services that reasonably enable students to meet their post-secondary goals. The school has one year to correct the noncompliance issue and will be monitored by DEL in accordance with its Continuous Improvement and Focused Monitoring System. The school also failed to pay its \$10 annual organizational dues to the Secretary of State's office from 2004 to 2008. KIPP must take immediate action to rectify these issues and establish more effective systems to satisfy this obligation long-term.

For schools in their fourth year of operation, the Mayor's Office retains a team of experts to review the school's special education files. The team found that all special education files at KIPP were out of compliance, and, in every instance, each student's IEP was not up-to-date. The school must take immediate steps to rectify these issues and ensure that it has a long-term system to ensure future compliance with state regulations and standards established by the Mayor's Office.

FOURTH YEAR CHARTER REVIEW

The Mayor's Office determines how well schools in their fourth year are meeting the standards in Question 3 of the Performance Framework. Possible ratings for this question include "Does Not Meet Standard," "Approaching Standard" and "Meets Standard."

Core Question 3: Is the school meeting its operations and access operations?

Ratings from Fourth Year Charter Review		Finding
3.1.	Has the school satisfactorily completed all of its organizational structure and governance obligations?	Does Not Meet Standard
3.2.	Is the school's physical plant safe and conducive to learning?	Meets Standard
3.3.	Has the school established and implemented a fair and appropriate pupil enrollment process?	Meets Standard
3.4.	Is the school properly maintaining special education files for its special needs students?	Does Not Meet Standard

QUESTION 4:

IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

As part of its oversight of charter schools, the Mayor's Office engaged external reviewers to conduct site visits of schools in their fourth year of operation. The purpose is to present the school and the Mayor's Office with a professional judgment on conditions and practices at the school, which are best provided through an external perspective. The site visit uses multiple sources of evidence to understand the school's performance. Evidence collection begins before the visit with the review of key documents and continues on-site through additional document review, classroom visits and interviews with a number of stakeholders.

EXPERT SITE VISIT TEAM'S KEY COMMENTS *Figure N*

Key Commendations	• The school has a high-quality curriculum aligned to state standards and has supporting materials for each grade level.
	• The school does an effective job of using a range of instructional strategies and materials, including focusing on culturally relevant materials.
	• The site visit team noted that teachers were adequately supported in developing lesson plans, aligning plans to state standards, differentiating curriculum to meet student needs and facilitating articulation of the curriculum across grade levels.
	• KIPP's stakeholders clearly understand the school's mission and support the school's mission, values and pillars. This is evident throughout the school building, as well as in statements made by individuals from the school's community.
Key Areas for Attention	• Attention to the school's hiring practices should be attended to, as more than half of the school's staff resigned or were terminated this year.
	• The school has an emerging process to conduct regular and systematic reviews to identify gaps in its curriculum, but this process has not been fully developed and implemented.
	• The school administers a variety of assessments, but does not yet effectively use this information to guide instruction or to make adjustments to the curriculum.
	• Teachers and administrators at KIPP must improve on timeliness in responding to parent inquiries.

FACT

KIPP Indianapolis College Preparatory has a high-quality curriculum aligned to state standards and has supporting materials for each grade level.



FOURTH YEAR CHARTER REVIEW

The Mayor's Office determines how well schools in their fourth year are meeting the standards in Question 4 of the Performance Framework. Possible ratings for this question include "Does Not Meet Standard," "Approaching Standard" and "Meets Standard."

Core Question 4: Is the school providing appropriate conditions for success?

Ratings from Fourth Year Charter Review

		Finding
4.1.	Does the school have a high-quality curriculum and supporting materials for each grade?	Approaching Standard
4.2.	Are the teaching processes (pedagogies) consistent with the school's mission?	Meets Standard
4.3.	For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	Not Applicable
4.4.	Does the school effectively use learning standards and assessments to inform and improve instruction?	Approaching Standard
4.5.	Has the school developed adequate human resource systems and deployed its staff effectively?	Approaching Standard
4.6.	Is the school's mission clearly understood by all stakeholders?	Meets Standard
4.7.	Is the school climate conducive to student and staff success?	Meets Standard
4.8.	Is ongoing communication with students and parents clear and helpful	Approaching Standard

KIPP INDIANAPOLIS COLLEGE PREPARATORY

FIGURE NOTES

The information below provides source references and additional information for all figures appearing in the main report and each school's report.

Figure A: 2007-2008 Enrollment and Demand

Source for student enrollment: The Indiana Department of Education (IDOE) website, based on schools' Pupil Enrollment Count reported every fall.

Source for maximum possible enrollment: Each school's charter, on file with the Mayor's Office.

Source for number of students on waiting lists: Schools' self-report of data as of August 1, 2008.

Note: A school may elect to maintain a smaller overall enrollment than that allowed by its charter with the Mayor's Office.

Figure B: Student Composition

Source for race/ethnicity and free/reduced lunch data: Indiana Department of Education (IDOE) website.

Source for Special Education: IDOE website, Special Education count reported December 1, 2007.

Source for Limited English Proficiency: IDOE Division of Language Minority and Migrant Programs, count reported in March 2008.

Figure C: 2007-2008 Attendance Rate

Source: Indiana Department of Education website, preliminary figures.

Figure D: 2007-2008 Adequate Yearly Progress

Source: Indiana Department of Education (IDOE).

Note: AYP determinations are required by the federal No Child Left Behind Act. If a school enrolled fewer than 30 students in a particular subgroup for a full year prior to testing, the IDOE does not issue an AYP determination for that subgroup's performance. If a school enrolled fewer than 40 students in a particular subgroup at the time of testing, the IDOE does not issue an AYP determination for that subgroup's participation. None of the Mayor-sponsored charter schools had the necessary number of qualifying students in the American Native and Asian subgroups.

Figure E: 2007-2008 Public Law 221 Category Placement

Source: Indiana Department of Education (IDOE).

Note: Public Law 221 category placements are required annually by Indiana law. A school is placed into one of five categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch and Academic Probation – based on a combination of the school's improvement in achievement on the ISTEP+ and the school's overall ISTEP+ pass rate. In addition, regardless of its performance on the ISTEP+, a school that does not make AYP for two consecutive years in the same content area or subgroup cannot receive a category placement higher than Academic Progress. For purposes of Public Law 221, the IDOE considers the results of the English and math portions of the ISTEP+, but not the science portion. To determine improvement, the IDOE uses the greater of (a) the school's change in ISTEP+ pass rates over the most recent year or (b) the school's average change in ISTEP+ pass rates over the past three years. Only students who attended the school for at least 126 days during the 2006-2007 school year and took the fall 2007 ISTEP+ at that same school are included in one-year gain calculations for the 2007-2008 category placements. The IDOE calculated a school's "overall" pass rate using the ISTEP+ results of all students who attended the school on May 1, 2007, regardless of which school the students attended when they took the fall 2007 ISTEP+.

Figure F: Average ISTEP+ Performance

Source: The IDOE.

Figure G: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. Indiana Norms (IN), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure H: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. National Norms (U.S.), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure I: Students Achieving Sufficient Gains To Become Proficient Within Two Years

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association (NWEA), 2008.

Note: For 7th and 8th grade students, "sufficient gains" means sufficient to pass proficiency on the ISTEP+ in the fall of 9th grade. To determine what score is proficient, NWEA conducted a study in 2003 that found a high correlation between student scores on the Measures of Academic Progress (MAP) test and the ISTEP+, allowing NWEA to pinpoint a MAP score that equates with a passing score on the ISTEP+ in each grade and subject. As NWEA has not calculated these cut scores for grades 10 through 12, NWEA was unable to calculate sufficient gains for 9th through 12th grades.

Figure K: Parent Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Very satisfied" and "somewhat satisfied" responses are on a five-point scale that also included "satisfied," "somewhat dissatisfied" and "very dissatisfied." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Students with special needs include, for example, those for whom English is a second language or those with disabilities or other academic difficulties.

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

Figure L: Staff Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Strongly agree" and "agree" responses are on a six-point scale that also included "agree a little," "disagree a little," "disagree" and "strongly disagree." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

Ratings from the Fourth Year Charter Review

Source: "Indianapolis Mayor's Office Fourth Year Charter Review" for each Fourth Year School (Charles A. Tindley Accelerated School, KIPP Indianapolis College Preparatory, Indianapolis Metropolitan High School and Southeast Neighborhood School of Excellence), available online. The schools' full reports include detailed explanations of the ratings.

LAWRENCE EARLY COLLEGE HIGH SCHOOL FOR SCIENCE AND TECHNOLOGIES

INNOVATION IN EDUCATION

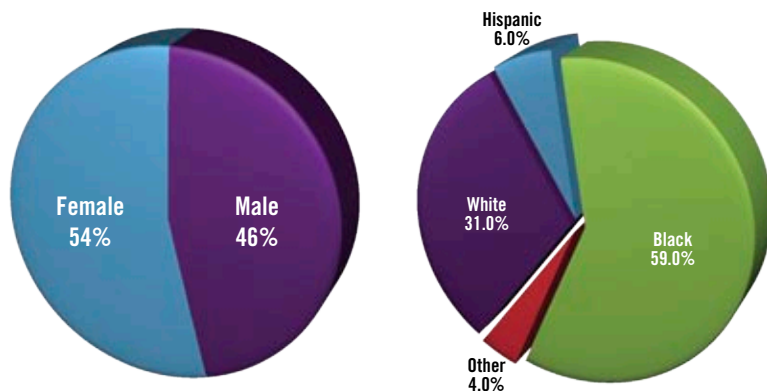
Lawrence Early College High School for Science and Technologies provides a unique and supportive learning community, particularly for students who might not thrive in a traditional high school setting. Students master rigorous academic content, earn college credit and gain life and career skills necessary for success in the 21st century workplace.

ENROLLMENT AND DEMAND *Figure A*

	2007-2008	At Capacity
Grades served	9-11	9-12
Maximum possible enrollment	300	400
Students enrolled	164	N/A
Students on waiting list	0	N/A
"N/A" denotes "Not Applicable."		

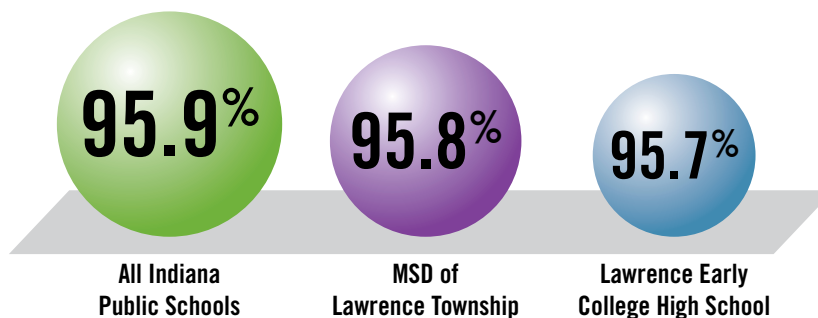
STUDENT COMPOSITION *Figure B*

2007-2008 Demographics:



Free/reduced lunch	48.0%
Special education	12.2%
Limited English proficiency	—
Note: The Indiana Department of Education does not release the number of Limited English Proficiency students in a school if that number is less than 10.	

2007-2008 ATTENDANCE RATE *Figure C*



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

2007-2008 ADEQUATE YEARLY PROGRESS *Figure D*

As Determined by the Indiana Department of Education

OVERALL DETERMINATION: No	English	Mathematics	Attendance	Participation Rate
All students	Yes	No	Yes	Yes
Black	Yes	No		Yes
Free/reduced lunch	Yes	No		Yes
<i>Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.</i>				

2007-2008 PUBLIC LAW 221 CATEGORY PLACEMENT *Figure E*

As Determined by the Indiana Department of Education

Category Placement:	Academic Probation
The school demonstrated a decrease of 4.9 percent in ISTEP+ pass rates and an overall pass rate of 58.4 percent to receive an "Academic Probation" placement.	
<i>Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.</i>	

ISTEP+ RESULTS

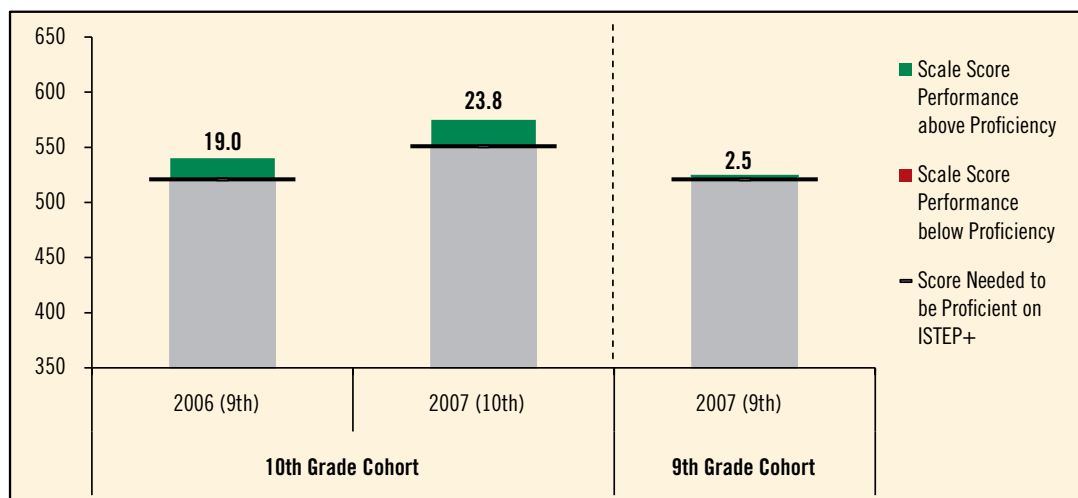
Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and mathematics. Figure F shows how particular classes at the school have scored on the ISTEP+ over time. The difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+ is an indication of how well students have mastered grade-level material. An improving class would have larger and larger green bars (rising higher above proficiency) or smaller and smaller red bars (approaching proficiency). A declining class would show the opposite: shrinking green bars or growing red bars. These simple comparisons of year-to-year performance are not perfect indicators of how much individual students have improved over time because the group of students taking the test changes somewhat each year. However, these comparisons do provide a general indication of overall student growth within classes.



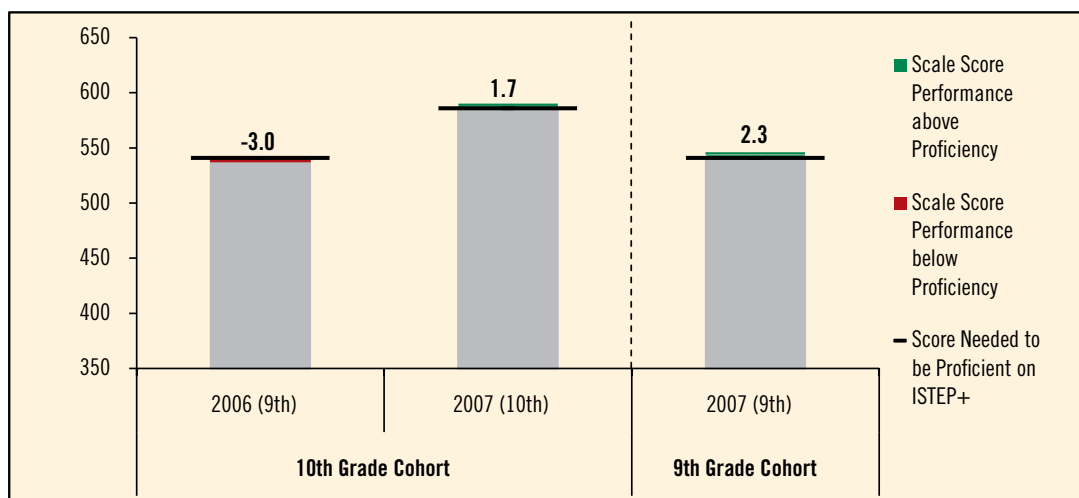
AVERAGE ISTEP+ PERFORMANCE *Figure F*

Missing years within cohorts indicate that Indiana did not offer a particular subject test in that grade for that year or that no students were in the applicable grade in this school at the time of testing.

English/Language Arts



Mathematics



How to read these figures: These figures show the difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+. This value is listed above each bar. A green bar indicates that the average student score was above the score needed to be proficient on the ISTEP+. A red bar indicates that the average student score was below the score needed to be proficient on the ISTEP+. For example, in 2006-2007 when the 10th grade cohort was in 9th grade, students were, on average, 19.0 points above proficiency on the English/language arts portion of ISTEP+. However, the next year, as 10th graders, student performance grew to 23.8 points above proficiency.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2007-2008 school year:

- Did students gain ground, lose ground or stay even compared to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

Because NWEA does not publish proficiency levels for high school grades, it could not determine what proportion of students in this school made sufficient progress to reach proficiency over time. As a result, there is no Figure I for this school.

COMPARATIVE GAINS: HOW MUCH DID LAWRENCE EARLY COLLEGE HIGH SCHOOL'S STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at Lawrence Early College High School with those of students across Indiana (Figure G) and the United States (Figure H). The figures show where Lawrence Early College High School's students gained ground, lost ground or stayed even compared to their peers. Lawrence Early College High School's students gained ground compared to their Indiana peers in 2 out of 6 (33 percent) grades and subjects (Figure G). They gained ground compared to their national peers in 2 out of 6 (33 percent) grades and subjects (Figure H).



ACADEMIC PROGRESS

ACADEMIC PROGRESS OF STUDENTS *Figure G*

Lawrence Early College High School for Science and Technologies vs. Indiana Norms (IN), Fall 2007 through Spring 2008

	Lawrence Early College High School for Science and Technologies vs. Indiana Gains		Gained or Lost Ground		
Grade Level/Subject	Student Growth	Indiana Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	3.0	3.0		0.0	
9 th grade	3.0	3.0		0.0	
10 th grade	2.9	3.0		-0.1	
Reading	1.0	1.0		0.0	
9 th grade	0.7	1.0		-0.3	
10 th grade	2.6	1.0	1.6		
Language Usage	1.8	1.0	0.8		
9 th grade	1.3	1.0		0.3	
10 th grade	3.0	1.0	2.0		
Total	2.0	1.8		0.2	

How to read this figure: The third row, as an example, under the Grade Level/Subject column is 10th grade mathematics. The numbers in that row show that 10th grade students at the school made an average gain of 2.9 points, compared to 3.0 points for the average Indiana student. These students “stayed even” compared to the average Indiana student because their average gains were 0.1 points lower. A rating of “stayed even” means there was no statistically significant difference between Lawrence Early College High School for Science and Technologies’ average gains for this grade and subject and the average Indiana gains.

ACADEMIC PROGRESS OF STUDENTS *Figure H*

Lawrence Early College High School for Science and Technologies vs. National Norms (U.S.), Fall 2007 through Spring 2008

	Lawrence Early College High School for Science and Technologies vs. U.S. Gains		Gained or Lost Ground		
Grade Level/Subject	Student Growth	U.S. Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	3.0	3.0		0.0	
9 th grade	3.0	3.0		0.0	
10 th grade	2.9	3.0		-0.1	
Reading	1.0	1.8		-0.8	
9 th grade	0.7	2.0			-1.3
10 th grade	2.6	1.0	1.6		
Language Usage	1.8	1.0	0.8		
9 th grade	1.3	1.0		0.3	
10 th grade	3.0	1.0	2.0		
Total	2.0	2.1		-0.2	

How to read this figure: The third row, as an example, under the Grade Level/Subject column is 10th grade mathematics. The numbers in that row show that 10th grade students at the school made an average gain of 2.9 points, compared to 3.0 points for the average U.S. student. These students “stayed even” compared to the average U.S. student because their average gains were 0.1 points lower. A rating of “stayed even” means there was no statistically significant difference between Lawrence Early College High School for Science and Technologies’ average gains for this grade and subject and the average U.S. gains.

QUESTION 2:

IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY *Figure J*

Findings from Expert Site Visit Teams, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by Mayor's Office

	Findings
Fiscal Health	Lawrence Early College High School faces significant financial challenges, due in large part to not meeting its enrollment targets and high facility expenses. The school has adjusted its marketing plan, engaged an experienced accounting firm to assist in financial management and is exploring options to address its facility expenses. The school must, however, further develop and implement a plan that brings short- and long-term financial stability to the school. During the school year, the Indiana State Board of Accounts (SBOA) examined the school's finances for the time period of July 1, 2005 to June 30, 2007. The examination outlined minor findings related to the school's financial accounting practices. The school did not submit an official response that was included with the examination, but provided the Mayor's Office with a plan to address these findings.
Board Governance	The school's board experienced some turnover this year, as two members of the five-person board resigned. Since then, the board has added new members. Remaining and new board members discuss agenda items at length, ask detailed questions of the school leadership and are committed to the long-term success of the school.
Leadership	The school did not renew the contract of its school leader and will begin the 2008-2009 academic year with an interim school leader. The school's board is committed to finding the right permanent school leader and hopes to do so early in the fall of 2008.

PARENT AND STAFF SURVEY RESULTS

PARENT EVALUATION *Figure K*

Quality of education “very good” or “excellent”	53%
Satisfied with...	
Individualized student attention	84%
Curriculum/academic program	67%
Class size	100%
Quality of teaching/instruction	67%
Opportunities for parent participation	84%
School administration	63%
Faculty/teachers	89%
Services provided to students with special needs	75%
Likely to...	
Recommend school to friends or colleagues	63%
Return to school	56%
Overall satisfaction	79%

STAFF EVALUATION *Figure L*

Quality of education “very good” or “excellent”	100%
School improvement efforts are...	
Focused on student learning	67%
Based on research evidence	33%
Principal at this school...	
Tracks student progress	83%
Works directly with teachers	67%
Makes clear the expectations	67%
Communicates a clear vision	83%
Likely to...	
Return to school	100%
Overall satisfaction	100%

FACT

All constituents report high standards for student behavior and improved culture and safety in the school.

QUESTION 3:

IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Lawrence Early College High School satisfied its obligations in 2007-2008 for compliance with laws and regulations and in providing access to students across Indianapolis. The school generally met its compliance and reporting obligations to the Mayor's Office and the Indiana Department of Education (IDOE). However, the school did not produce all teacher licenses in a timely manner. Additionally, Section 3.2B., C. of the school's Charter Agreement requires local, state and national criminal background checks to be completed on all board members. National criminal background checks have not yet been completed for all board members.

For schools in their second year of operation, the Mayor's Office retains a team of experts to review the school's special education files. The team found all files to be current and up-to-date.



QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

EXPERT SITE VISIT TEAM'S KEY COMMENTS *Figure N*

Key Commendations	<ul style="list-style-type: none"> • All constituents report high standards for student behavior and improved culture and safety in the school. • The school has an explicit process for teacher evaluation that is reported to be consistently implemented. • Teachers reported submitting and receiving feedback on lesson plans weekly.
Key Areas for Attention	<ul style="list-style-type: none"> • The team saw little evidence related to regular use of data to inform instructional decisions. • Students reported a need for more guidance regarding post-secondary educational options and preparations for those options. • The school should ensure that all important school communications are received by all students including students attending classes off-campus at Ivy Tech Community College. • The school must assess the efficacy of large class size on student learning. • Parents reported issues related to communications; for example, they said that online grades are not consistently current and not all teachers reply promptly to e-mails and phone inquiries.



LAWRENCE EARLY COLLEGE HIGH SCHOOL

FOR SCIENCE AND TECHNOLOGIES FIGURE NOTES

The information below provides source references and additional information for all figures appearing in the main report and each school's report.

Figure A: 2007-2008 Enrollment and Demand

Source for student enrollment: The Indiana Department of Education (IDOE) website, based on schools' Pupil Enrollment Count reported every fall.

Source for maximum possible enrollment: Each school's charter, on file with the Mayor's Office.

Source for number of students on waiting lists: Schools' self-report of data as of August 1, 2008.

Note: A school may elect to maintain a smaller overall enrollment than that allowed by its charter with the Mayor's Office.

Figure B: Student Composition

Source for race/ethnicity and free/reduced lunch data: Indiana Department of Education (IDOE) website.

Source for Special Education: IDOE website, Special Education count reported December 1, 2007.

Source for Limited English Proficiency: IDOE Division of Language Minority and Migrant Programs, count reported in March 2008.

Figure C: 2007-2008 Attendance Rate

Source: Indiana Department of Education website, preliminary figures.

Figure D: 2007-2008 Adequate Yearly Progress

Source: Indiana Department of Education (IDOE).

Note: AYP determinations are required by the federal No Child Left Behind Act. If a school enrolled fewer than 30 students in a particular subgroup for a full year prior to testing, the IDOE does not issue an AYP determination for that subgroup's performance. If a school enrolled fewer than 40 students in a particular subgroup at the time of testing, the IDOE does not issue an AYP determination for that subgroup's participation. None of the Mayor-sponsored charter schools had the necessary number of qualifying students in the American Native and Asian subgroups.

Figure E: 2007-2008 Public Law 221 Category Placement

Source: Indiana Department of Education (IDOE).

Note: Public Law 221 category placements are required annually by Indiana law. A school is placed into one of five categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch and Academic Probation – based on a combination of the school's improvement in achievement on the ISTEP+ and the school's overall ISTEP+ pass rate. In addition, regardless of its performance on the ISTEP+, a school that does not make AYP for two consecutive years in the same content area or subgroup cannot receive a category placement higher than Academic Progress. For purposes of Public Law 221, the IDOE considers the results of the English and math portions of the ISTEP+, but not the science portion. To determine improvement, the IDOE uses the greater of (a) the school's change in ISTEP+ pass rates over the most recent year or (b) the school's average change in ISTEP+ pass rates over the past three years. Only students who attended the school for at least 126 days during the 2006-2007 school year and took the fall 2007 ISTEP+ at that same school are included in one-year gain calculations for the 2007-2008 category placements. The IDOE calculated a school's "overall" pass rate using the ISTEP+ results of all students who attended the school on May 1, 2007, regardless of which school the students attended when they took the fall 2007 ISTEP+.

Figure F: Average ISTEP+ Performance

Source: The IDOE.

Figure G: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. Indiana Norms (IN), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure H: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. National Norms (U.S.), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure K: Parent Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Very satisfied" and "somewhat satisfied" responses are on a five-point scale that also included "satisfied," "somewhat dissatisfied" and "very dissatisfied." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Students with special needs include, for example, those for whom English is a second language or those with disabilities or other academic difficulties.

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

Figure L: Staff Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Strongly agree" and "agree" responses are on a six-point scale that also included "agree a little," "disagree a little," "disagree" and "strongly disagree." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

MONUMENT LIGHTHOUSE CHARTER SCHOOL

INNOVATION IN EDUCATION

Students at Monument Lighthouse Charter School will acquire the knowledge, skills, values and attitudes to be responsible citizens and effective workers. Students will realize this mission through a curriculum that infuses fine and performing arts into a rigorous core of content.

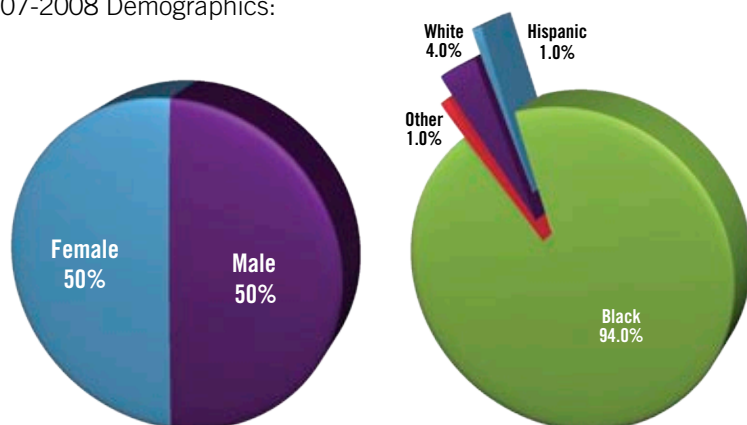
ENROLLMENT AND DEMAND *Figure A*

	2007-2008	At Capacity
Grades served	K-6	K-12
Maximum possible enrollment	353	770
Students enrolled	316	N/A
Students on waiting list	56	N/A

"N/A" denotes "Not Applicable." It is possible for a school that has not reached maximum enrollment to have a waiting list because some grade levels may be fully enrolled with a waiting list, while other grade levels may have openings.

STUDENT COMPOSITION *Figure B*

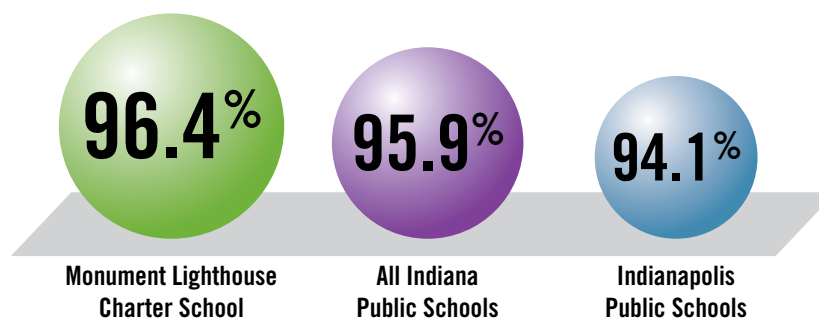
2007-2008 Demographics:



Free/reduced lunch	85.0%
Special education	4.4%
Limited English proficiency	—

Note: The Indiana Department of Education does not release the number of Limited English Proficiency students in a school if that number is less than 10.

2007-2008 ATTENDANCE RATE *Figure C*



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

Because 2007-2008 was Monument Lighthouse Charter School's first year in operation, it did not receive an Adequate Yearly Progress rating or Public Law 221 category placement. As a result, there are no Figures D or E for this school.



ISTEP+ RESULTS

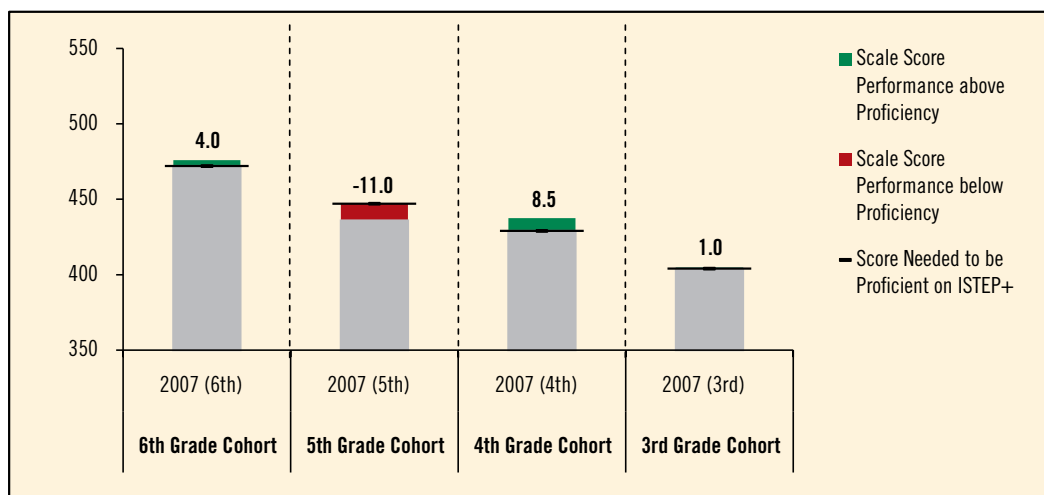
Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and mathematics. Figure F shows how particular classes at the school have scored on the ISTEP+ over time. The difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+ is an indication of how well students have mastered grade-level material. An improving class would have larger and larger green bars (rising higher above proficiency) or smaller and smaller red bars (approaching proficiency). A declining class would show the opposite: shrinking green bars or growing red bars. These simple comparisons of year-to-year performance are not perfect indicators of how much individual students have improved over time because the group of students taking the test changes somewhat each year. However, these comparisons do provide a general indication of overall student growth within classes.



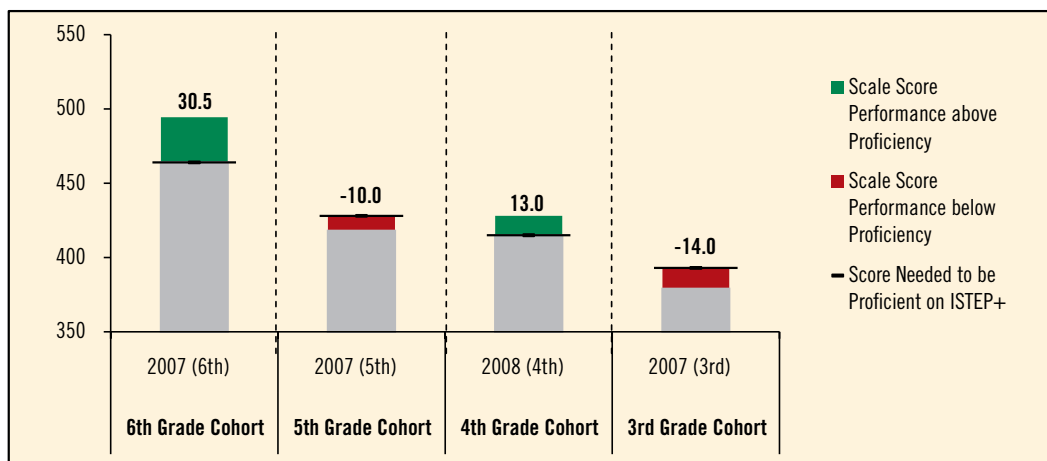
AVERAGE ISTEP+ PERFORMANCE *Figure F*

Missing years within cohorts indicate that Indiana did not offer a particular subject test in that grade for that year or that no students were in the applicable grade in this school at the time of testing.

English/Language Arts



Mathematics



How to read these figures: These figures show the difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+. This value is listed above each bar. A green bar indicates that the average student score was above the score needed to be proficient on the ISTEP+. A red bar indicates that the average student score was below the score needed to be proficient on the ISTEP+. For example, in 2007-2008 students in the 6th grade cohort were, on average, 4.0 points above proficiency on the English/language arts portion of ISTEP+.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2007-2008 school year:

- Did students gain ground, lose ground or stay even compared to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

COMPARATIVE GAINS: HOW MUCH DID MONUMENT LIGHTHOUSE CHARTER SCHOOL'S STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at Monument Lighthouse Charter School with those of students across Indiana (Figure G) and the United States (Figure H). The figures show where Monument Lighthouse Charter School's students gained ground, lost ground or stayed even compared to their peers. Monument Lighthouse Charter School's students gained ground compared to their Indiana peers in 11 out of 15 (73 percent) grades and subjects (Figure G). They gained ground compared to their national peers in 10 out of 15 (67 percent) grades and subjects (Figure H).



ACADEMIC PROGRESS

ACADEMIC PROGRESS OF STUDENTS *Figure G*

Monument Lighthouse Charter School vs. Indiana Norms (IN), Fall 2007 through Spring 2008

Grade Level/Subject	Monument Lighthouse Charter School vs. Indiana Gains		Gained or Lost Ground		
	Student Growth	Indiana Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	11.7	10.1	1.5		
2 nd grade	16.6	14.0	2.6		
3 rd grade	8.5	10.0			-1.5
4 th grade	8.3	9.0			-0.7
5 th grade	14.1	9.0	5.1		
6 th grade	6.6	7.0		-0.4	
Reading	11.4	8.1	3.4		
2 nd grade	16.4	13.0	3.4		
3 rd grade	9.0	8.0	1.0		
4 th grade	7.9	7.0	0.9		
5 th grade	13.2	6.0	7.2		
6 th grade	6.4	4.0	2.4		
Language Usage	9.8	7.7	2.1		
2 nd grade	15.4	14.0	1.4		
3 rd grade	8.1	8.0		0.1	
4 th grade	10.0	6.0	4.0		
5 th grade	6.9	5.0	1.9		
6 th grade	8.0	4.0	4.0		
Total	11.0	8.6	2.3		

How to read this figure: The third row, as an example, under the Grade Level/Subject column is 3rd grade mathematics. The numbers in that row show that 3rd grade students at the school made an average gain of 8.5 points, compared to 10.0 points for the average Indiana student. These students "lost ground" compared to the average Indiana student because their average gains were 1.5 points lower. A rating of "stayed even" means there was no statistically significant difference between Monument Lighthouse Charter School's average gains for this grade and subject and the average Indiana gains.

FACT

Monument Lighthouse Charter School's students gained ground compared to their Indiana peers in 11 out of 15 (73 percent) grades and subjects.

ACADEMIC PROGRESS OF STUDENTS *Figure H*

Monument Lighthouse Charter School vs. National Norms (U.S.), Fall 2007 through Spring 2008

Grade Level/Subject	Monument Lighthouse Charter School vs. U.S. Gains		Gained or Lost Ground		
	Student Growth	U.S. Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	11.7	10.3	1.4		
2 nd grade	16.6	14.0	2.6		
3 rd grade	8.5	11.0			-2.5
4 th grade	8.3	9.0			-0.7
5 th grade	14.1	9.0	5.1		
6 th grade	6.6	7.0		-0.4	
Reading	11.4	8.0	3.4		
2 nd grade	16.4	13.0	3.4		
3 rd grade	9.0	9.0		0.0	
4 th grade	7.9	7.0	0.9		
5 th grade	13.2	5.0	8.2		
6 th grade	6.4	4.0	2.4		
Language Usage	9.8	7.9	1.9		
2 nd grade	15.4	14.0	1.4		
3 rd grade	8.1	9.0			-0.9
4 th grade	10.0	6.0	4.0		
5 th grade	6.9	5.0	1.9		
6 th grade	8.0	4.0	4.0		
Total	11.0	8.7	2.2		

How to read this figure: The second row, as an example, under the Grade Level/Subject column is 2nd grade mathematics. The numbers in that row show that 2nd grade students at the school made an average gain of 16.6 points, compared to 14.0 points for the average U.S. student. These students “gained ground” compared to the average U.S. student because their average gains were 2.6 points higher. A rating of “stayed even” means there was no statistically significant difference between Monument Lighthouse Charter School’s average gains for this grade and subject and the average U.S. gains.

FACT

Monument Lighthouse Charter School gained ground compared to their national peers in 10 out of 15 (67 percent) grades and subjects.

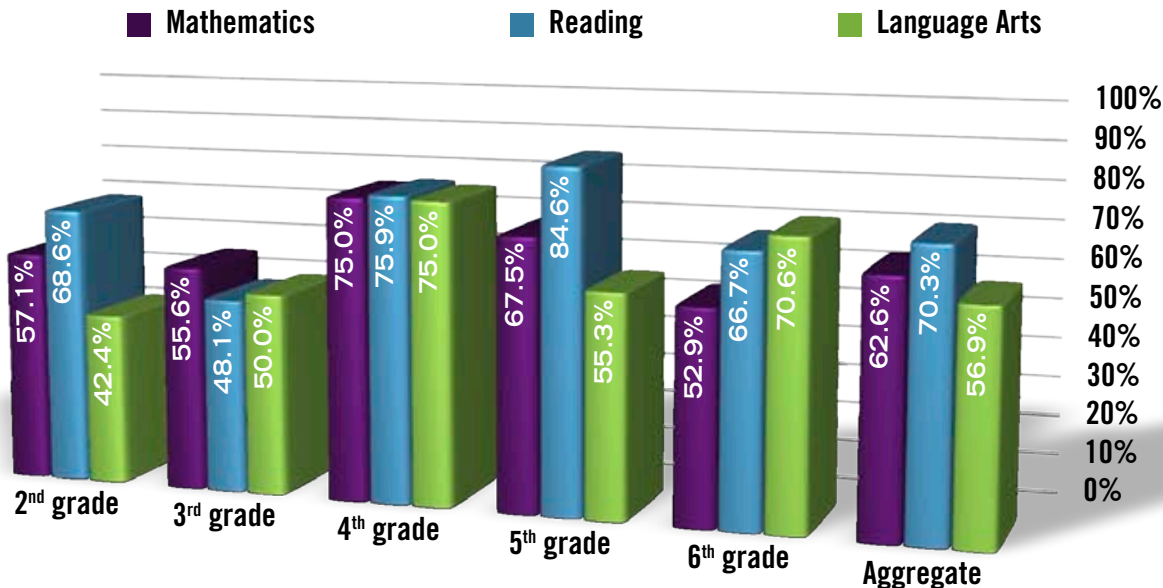
SUFFICIENT GAINS

SUFFICIENT GAINS: WHAT PROPORTION OF STUDENTS ARE ON TRACK TO REACH PROFICIENCY?

NWEA determined the target amount of growth each student needed to achieve between fall 2007 and spring 2008 in order to be on track to become proficient within two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains. NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and Figure I displays the results.

STUDENTS ACHIEVING SUFFICIENT GAINS *Figure I*

To Become Proficient within Two Years



How to read this figure: For example, 2nd grade mathematics shows 57.1 percent. This means that at their current rate of progress, 57.1 percent of 2nd graders enrolled in this school during the 2007-2008 school year made gains large enough that they would be expected to reach proficiency in mathematics in the spring of their 4th grade year and, therefore, pass the ISTEP+ the following fall.



QUESTION 2:

IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY *Figure J*

Findings from Expert Site Visit Teams, Reviews by an Outside Accounting Firm,
Results from Independent Surveys and Oversight by Mayor's Office

	Findings
Fiscal Health	The school's financial systems were managed satisfactorily in 2007-2008 with no significant problems reported. This is largely due to the support and management of Lighthouse Academies, Inc., the school's charter management organization.
Board Governance	The school is governed by the Lighthouse Academies of Indiana (LAI) Board and receives support from a local advisory board. The LAI board is very engaged in the business operations of the school and effectively oversees school leadership. Meetings are orderly and closely follow procedural guidelines (e.g., detailed minutes, parliamentary procedures). In addition, the board has added local representation and increased in size. The school could benefit from increased input from the local advisory board, whose role and authority are unclear.
Leadership	The school's principal is experienced in launching, operating and leading a charter school and has developed a culture of high expectations for student achievement and behavior. In addition, Lighthouse Academies, Inc. provides leadership support, resources and expertise, which allowed the school to open successfully with few problems. However, school administration must work to establish a more structured professional development and mentorship program for new teachers.



PARENT AND STAFF SURVEY RESULTS

PARENT EVALUATION *Figure K*

Quality of education “very good” or “excellent”	85%
Satisfied with...	
Individualized student attention	94%
Curriculum/academic program	93%
Class size	89%
Quality of teaching/instruction	92%
Opportunities for parent participation	95%
School administration	91%
Faculty/teachers	92%
Services provided to students with special needs	75%
Likely to...	
Recommend school to friends or colleagues	88%
Return to school	88%
Overall satisfaction	95%

STAFF EVALUATION *Figure L*

Quality of education “very good” or “excellent”	85%
School improvement efforts are...	
Focused on student learning	80%
Based on research evidence	65%
Principal at this school...	
Tracks student progress	80%
Works directly with teachers	89%
Makes clear the expectations	95%
Communicates a clear vision	95%
Likely to...	
Return to school	85%
Overall satisfaction	90%

FACT

Monument Lighthouse Charter School had a strong opening, and teachers, parents and students report that the school is safe and that there is a strong culture for student success.

QUESTION 3:

IS THE SCHOOL MEETING ITS OPERATIONS
AND ACCESS OBLIGATIONS?

Monument Lighthouse Charter School generally satisfied its obligations in 2007-2008 for compliance with laws and regulations and in providing access to students across Indianapolis. The Mayor's Office's internal systems did not indicate any significant concerns related to these obligations. However, the school was seriously delinquent in providing the Mayor's Office with valid licenses for teachers. The school has developed a plan for providing licenses in a more timely manner.



QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

EXPERT SITE VISIT TEAM'S KEY COMMENTS *Figure N*

Key Commendations	<ul style="list-style-type: none"> • The school had a strong opening, and teachers, parents and students report that the school is safe and that there is a strong culture for student success.
	<ul style="list-style-type: none"> • The school is commended for recruiting a diverse staff that reflects its student and community group populations.
	<ul style="list-style-type: none"> • All constituents know and understand the mission, especially related to the importance of attending and succeeding in college.
	<ul style="list-style-type: none"> • Classroom observations showed some use of differentiated instruction based on student ability, content and student interest.
	<ul style="list-style-type: none"> • Classes were found to be respectful, orderly and focused on learning.
Key Areas for Attention	<ul style="list-style-type: none"> • The school had a large percentage of teachers with temporary emergency permits or in transition-to-teaching programs. The school must ensure that teachers are taking necessary steps to obtain long-term credentials.
	<ul style="list-style-type: none"> • The school must ensure that novice teachers are provided appropriate mentoring.
	<ul style="list-style-type: none"> • The site team observed variability among classrooms in terms of effectiveness of student discipline, classroom practice and rigor of lessons. Classroom observations demonstrated that 75 percent of classes' learning activities were focused on memorization or understanding versus higher-order thinking skills.
	<ul style="list-style-type: none"> • The school should analyze its curriculum to ensure full alignment with Indiana state standards.
	<ul style="list-style-type: none"> • The site visit team observed significant loss of instructional time due to student behavior in approximately half of the classrooms.

MONUMENT LIGHTHOUSE CHARTER SCHOOL

FIGURE NOTES

The information below provides source references and additional information for all figures appearing in the main report and each school's report.

Figure A: 2007-2008 Enrollment and Demand

Source for student enrollment: The Indiana Department of Education (IDOE) website, based on schools' Pupil Enrollment Count reported every fall.

Source for maximum possible enrollment: Each school's charter, on file with the Mayor's Office.

Source for number of students on waiting lists: Schools' self-report of data as of August 1, 2008.

Note: A school may elect to maintain a smaller overall enrollment than that allowed by its charter with the Mayor's Office.

Figure B: Student Composition

Source for race/ethnicity and free/reduced lunch data: Indiana Department of Education (IDOE) website.

Source for Special Education: IDOE website, Special Education count reported December 1, 2007.

Source for Limited English Proficiency: IDOE Division of Language Minority and Migrant Programs, count reported in March 2008.

Figure C: 2007-2008 Attendance Rate

Source: Indiana Department of Education website, preliminary figures.

Figure F: Average ISTEP+ Performance

Source: The IDOE.

Figure G: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. Indiana Norms (IN), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

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Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure I: Students Achieving Sufficient Gains To Become Proficient Within Two Years

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association (NWEA), 2008.

Note: For 7th and 8th grade students, "sufficient gains" means sufficient to pass proficiency on the ISTEP+ in the fall of 9th grade. To determine what score is proficient, NWEA conducted a study in 2003 that found a high correlation between student scores on the Measures of Academic Progress (MAP) test and the ISTEP+, allowing NWEA to pinpoint a MAP score that equates with a passing score on the ISTEP+ in each grade and subject. As NWEA has not calculated these cut scores for grades 10 through 12, NWEA was unable to calculate sufficient gains for 9th through 12th grades.

Figure K: Parent Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Very satisfied" and "somewhat satisfied" responses are on a five-point scale that also included "satisfied," "somewhat dissatisfied" and "very dissatisfied." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Students with special needs include, for example, those for whom English is a second language or those with disabilities or other academic difficulties.

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

Figure L: Staff Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Strongly agree" and "agree" responses are on a six-point scale that also included "agree a little," "disagree a little," "disagree" and "strongly disagree." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

SOUTHEAST NEIGHBORHOOD SCHOOL OF EXCELLENCE

INNOVATION IN EDUCATION

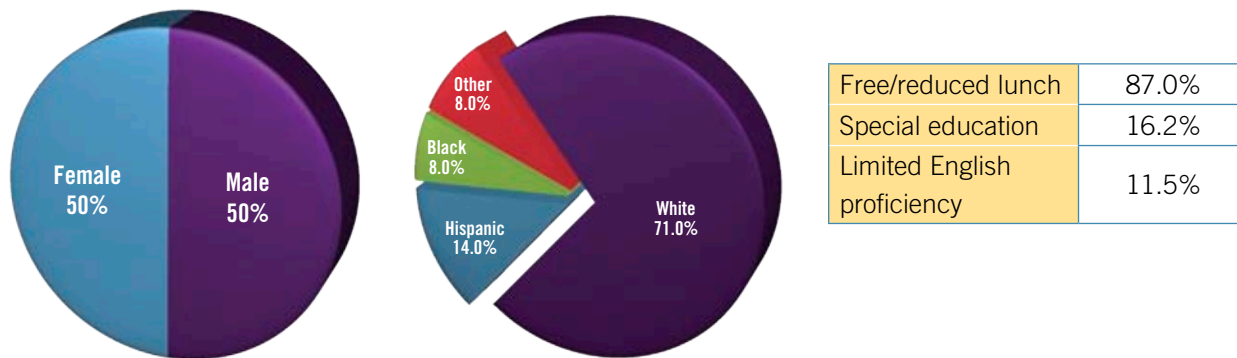
Southeast Neighborhood School of Excellence (SENSE) is a community-driven elementary school that nurtures academic excellence, social development and civic responsibility in every individual. SENSE seeks to build a strong foundation for learning and living by creating in its students a thirst for knowledge and an enthusiasm for learning.

ENROLLMENT AND DEMAND *Figure A*

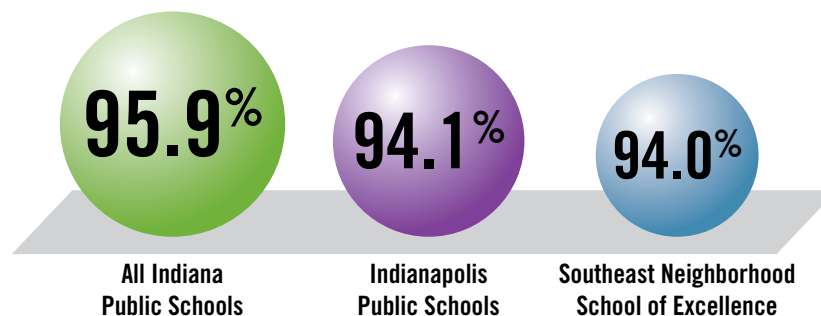
	2007-2008	At Capacity
Grades served	K-6	K-6
Maximum possible enrollment	240	240
Students enrolled	253	N/A
Students on waiting list	27	N/A
<i>"N/A" denotes "Not Applicable." It is possible for a school that has not reached maximum enrollment to have a waiting list because some grade levels may be fully enrolled with a waiting list, while other grade levels may have openings. Actual enrollment may exceed the maximum enrollment stated in the Charter by 10 percent.</i>		

STUDENT COMPOSITION *Figure B*

2007-2008 Demographics:



2007-2008 ATTENDANCE RATE *Figure C*



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

2007-2008 ADEQUATE YEARLY PROGRESS *Figure D*

As Determined by the Indiana Department of Education

OVERALL DETERMINATION: Yes	English	Mathematics	Attendance	Participation Rate
All students	Yes	Yes	Yes	Yes
Black	Yes	Yes		Yes
Free/reduced lunch	Yes	Yes		Yes

Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.

2007-2008 PUBLIC LAW 221 CATEGORY PLACEMENT *Figure E*

As Determined by the Indiana Department of Education

Category Placement:	Academic Watch
The school demonstrated improvement of 2.6 percent in ISTEP+ pass rates and an overall pass rate of 57.2 percent to receive an "Academic Watch" placement.	
<i>Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.</i>	

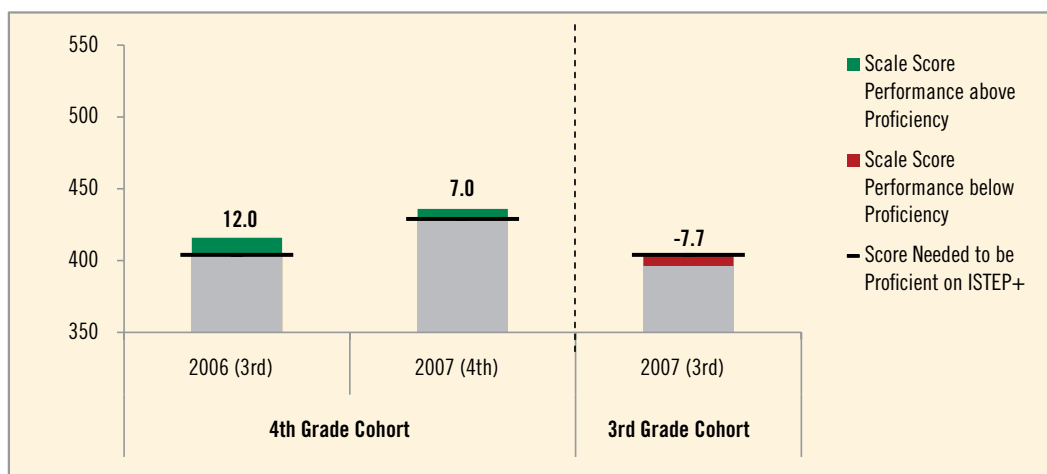
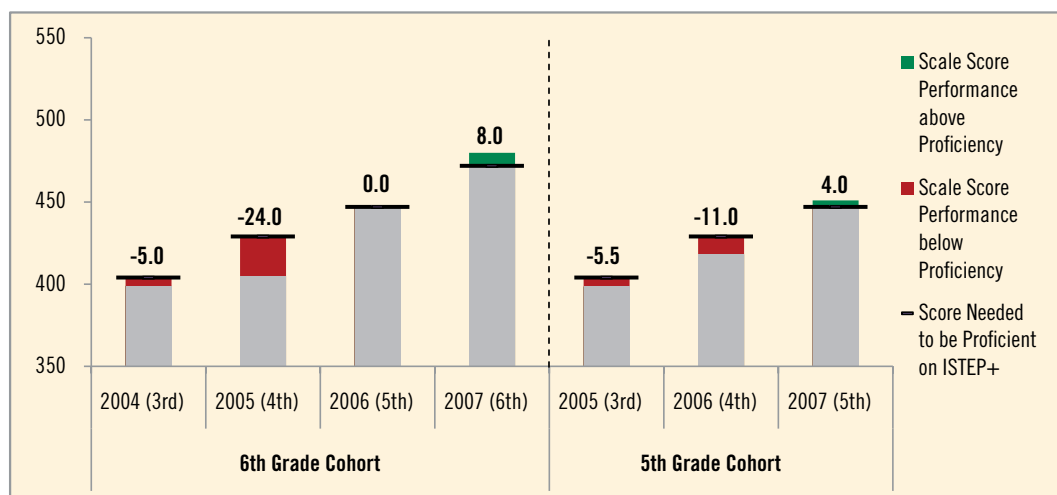
ISTEP+ RESULTS

Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and mathematics. Figure F shows how particular classes at the school have scored on the ISTEP+ over time. The difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+ is an indication of how well students have mastered grade-level material. An improving class would have larger and larger green bars (rising higher above proficiency) or smaller and smaller red bars (approaching proficiency). A declining class would show the opposite: shrinking green bars or growing red bars. These simple comparisons of year-to-year performance are not perfect indicators of how much individual students have improved over time because the group of students taking the test changes somewhat each year. However, these comparisons do provide a general indication of overall student growth within classes.



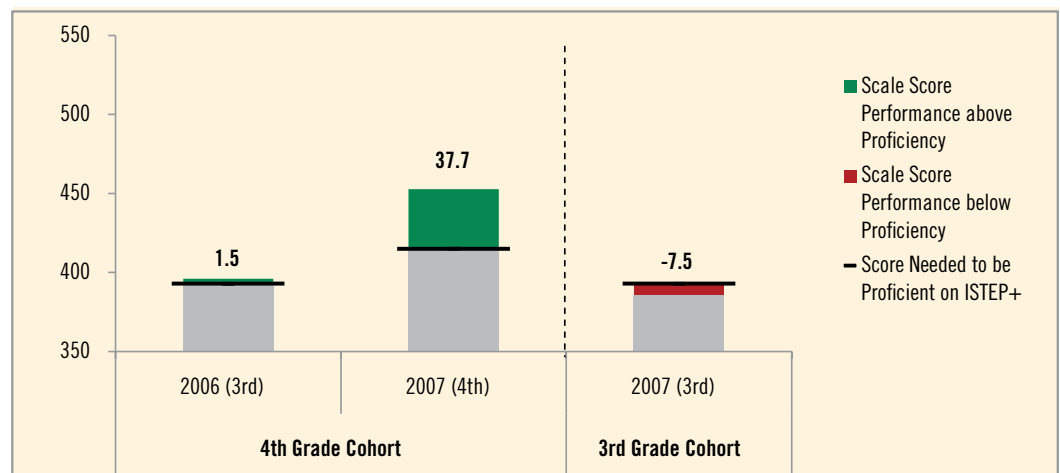
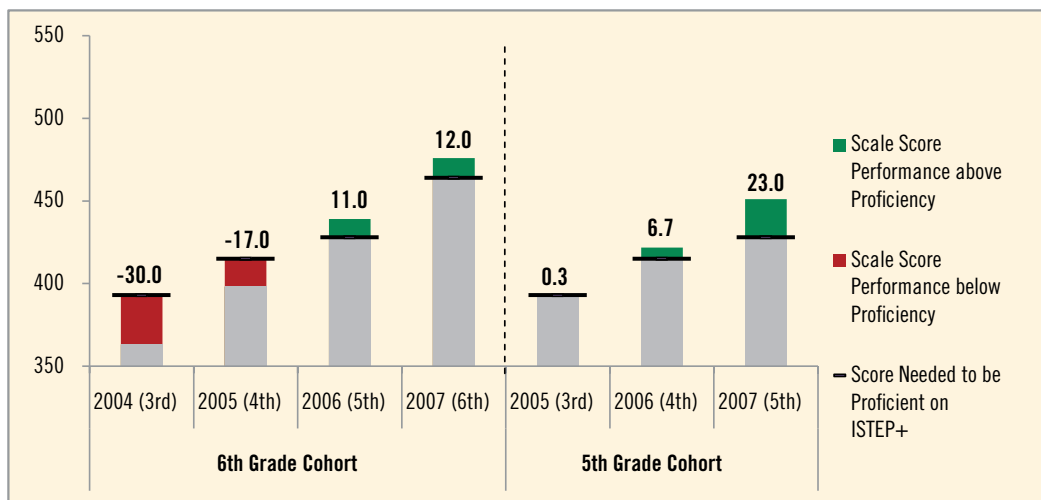
AVERAGE ISTEP+ PERFORMANCE — ENGLISH/LANGUAGE ARTS *Figure F*

Missing years within cohorts indicate that Indiana did not offer a particular subject test in that grade for that year or that no students were in the applicable grade in this school at the time of testing.



How to read these figures: These figures show the difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+. This value is listed above each bar. A green bar indicates that the average student score was above the score needed to be proficient on the ISTEP+. A red bar indicates that the average student score was below the score needed to be proficient on the ISTEP+. For example, in 2004-2005 when the 6th grade cohort was in 3rd grade, students were, on average, 5.0 points below proficiency on the English/language arts portion of ISTEP+. However, the next year, as 4th graders, student performance fell to 24.0 points below proficiency.

AVERAGE ISTEP+ PERFORMANCE — MATHEMATICS *Figure F*



How to read these figures: These figures show the difference between students' average ISTEP+ score and the score needed to be proficient on the ISTEP+. This value is listed above each bar. A green bar indicates that the average student score was above the score needed to be proficient on the ISTEP+. A red bar indicates that the average student score was below the score needed to be proficient on the ISTEP+. For example, in 2004-2005 when the 6th grade cohort was in 3^d grade, students were, on average, 30.0 points below proficiency on the mathematics portion of ISTEP+. However, the next year, as 4th graders, student performance grew to 17.0 points below proficiency.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2007-2008 school year:

- Did students gain ground, lose ground or stay even compared to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

COMPARATIVE GAINS: HOW MUCH DID SOUTHEAST NEIGHBORHOOD SCHOOL OF EXCELLENCE'S STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at Southeast Neighborhood School of Excellence with those of students across Indiana (Figure G) and the United States (Figure H). The figures show where Southeast Neighborhood School of Excellence's students gained ground, lost ground or stayed even compared to their peers. Southeast Neighborhood School of Excellence's students gained ground compared to their Indiana peers in 4 out of 15 (27 percent) grades and subjects (Figure G). They gained ground compared to their national peers in 4 out of 15 (27 percent) grades and subjects (Figure H).



ACADEMIC PROGRESS

Because students at SENSE attended school on a significantly extended schedule – beginning school in July – these comparisons may not fully reflect the average growth students made during one academic year.

ACADEMIC PROGRESS OF STUDENTS *Figure G*

Southeast Neighborhood School of Excellence vs. Indiana Norms (IN), Fall 2007 through Spring 2008

	Southeast Neighborhood School of Excellence vs. Indiana Gains		Gained or Lost Ground		
Grade Level/Subject	Student Growth	Indiana Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	6.6	10.5			-3.9
2 nd grade	8.7	14.0			-5.3
3 rd grade	6.6	10.0			-3.4
4 th grade	5.1	9.0			-3.9
5 th grade	7.0	9.0			-2.0
6 th grade	3.1	7.0			3.9
Reading	8.4	8.7		-0.3	
2 nd grade	11.0	13.0			-2.0
3 rd grade	5.7	8.0			-2.3
4 th grade	7.8	7.0	0.8		
5 th grade	9.8	6.0	3.8		
6 th grade	6.7	4.0	2.7		
Language Usage	7.5	8.5			-1.0
2 nd grade	9.7	14.0			-4.3
3 rd grade	7.6	8.0		-0.4	
4 th grade	5.8	6.0		-0.2	
5 th grade	5.8	5.0		0.8	
6 th grade	7.3	4.0	3.3		
Total	7.5	9.3			-1.8

How to read this chart: The third row, as an example, under the Grade Level/Subject column is 3rd grade mathematics. The numbers in that row show that 3rd grade students at the school made an average gain of 6.6 points, compared to 10.0 points for the average Indiana student. These students “lost ground” compared to the average Indiana student because their average gains were 3.4 points lower. A rating of “stayed even” means there was no statistically significant difference between Southeast Neighborhood School of Excellence’s average gains for this grade and subject and the average Indiana gains.

FACT

100 percent of 6th graders made gains large enough that they would be expected to reach proficiency in language in the spring of their 8th grade year.

Because students at SENSE attended school on a significantly extended schedule – beginning school in July – these comparisons may not fully reflect the average growth students made during one academic year.

ACADEMIC PROGRESS OF STUDENTS *Figure H*

Southeast Neighborhood School of Excellence vs. National Norms (U.S.), Fall 2007 through Spring 2008

Grade Level/Subject	Southeast Neighborhood School of Excellence vs. U.S. Gains		Gained or Lost Ground		
	Student Growth	U.S. Growth	Gained Ground	Stayed Even	Lost Ground
Mathematics	6.6	10.8			-4.2
2 nd grade	8.7	14.0			-5.3
3 rd grade	6.6	11.0			-4.4
4 th grade	5.1	9.0			-3.9
5 th grade	7.0	9.0			-2.0
6 th grade	3.1	7.0			-3.9
Reading	8.4	8.9		-0.5	
2 nd grade	11.0	13.0			-2.0
3 rd grade	5.7	9.0			-3.3
4 th grade	7.8	7.0	0.8		
5 th grade	9.8	5.0	4.8		
6 th grade	6.7	4.0	2.7		
Language Usage	7.5	8.8			-1.2
2 nd grade	9.7	14.0			-4.3
3 rd grade	7.6	9.0			-1.4
4 th grade	5.8	6.0		-0.2	
5 th grade	5.8	5.0		-0.8	
6 th grade	7.3	4.0	3.3		
Total	7.5	9.5			-2.0

How to read this chart: The second row, as an example, under the Grade Level/Subject column is 2nd grade mathematics. The numbers in that row show that 2nd grade students at the school made an average gain of 8.7 points, compared to 14.0 points for the average U.S. student. These students “lost ground” compared to the average U.S. student because their average gains were 5.3 points lower. A rating of “stayed even” means there was no statistically significant difference between Southeast Neighborhood School of Excellence’s average gains for this grade and subject and the average U.S. gains.

FACT

Southeast Neighborhood School of Excellence (SENSE) was one of two Mayor-sponsored charter schools that received the Effective Practice Incentive Community (EPIC) National Charter School Consortium award, a national award given to fewer than 100 charter schools across the country for improved student achievement.

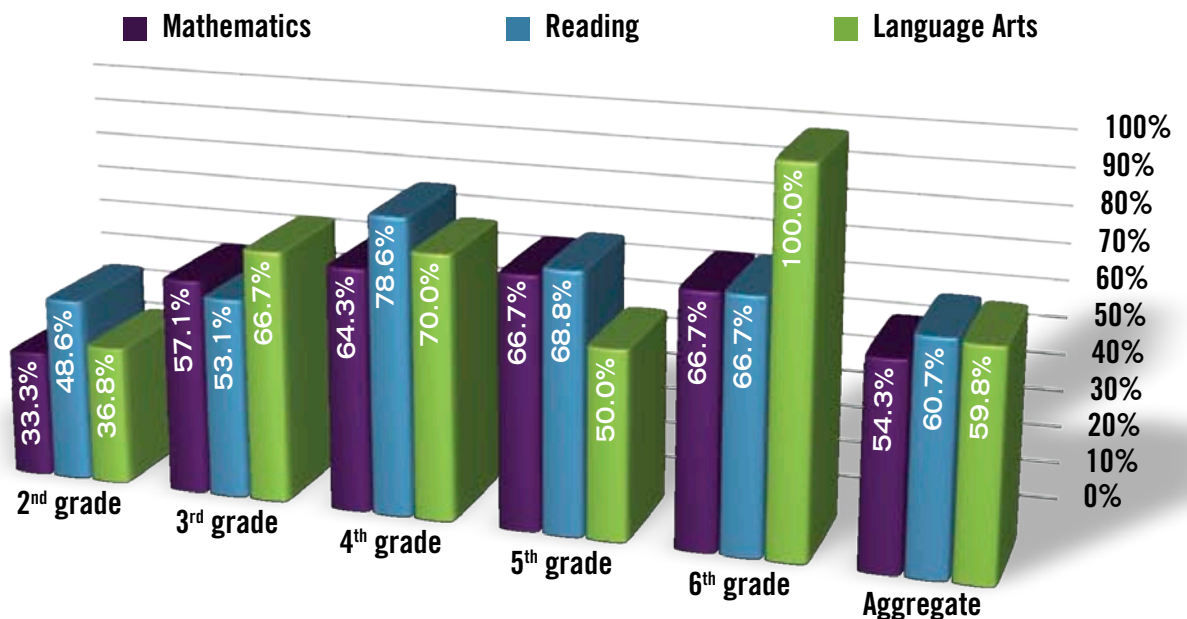
SUFFICIENT GAINS

SUFFICIENT GAINS: WHAT PROPORTION OF STUDENTS ARE ON TRACK TO REACH PROFICIENCY?

NWEA determined the target amount of growth each student needed to achieve between fall 2007 and spring 2008 in order to be on track to become proficient within two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains. NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and Figure I displays the results.

STUDENTS ACHIEVING SUFFICIENT GAINS *Figure I*

To Become Proficient within Two Years



How to read this chart: For example, 2nd grade mathematics shows 33.3 percent. This means that at their current rate of progress, 33.3 percent of 2nd graders enrolled in this school during the 2007-2008 school year made gains large enough that they would be expected to reach proficiency in mathematics in the spring of their 4th grade year and, therefore, pass the ISTEP+ the following fall.

FOURTH YEAR CHARTER REVIEW

The Mayor's Office determines how well schools in their fourth year are meeting the standards in Question 1 of the Performance Framework. Possible ratings for this question include "Does Not Meet Standard," "Approaching Standard," "Meets Standard" and "Exceeds Standard."

Core Question 1: Is the educational program a success?

Ratings from Fourth Year Charter Review		Finding
1.1.	Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?	Meets Standard
1.2.	Are students making substantial and adequate gains over time, as measured using value-added analysis?	Approaching Standard

QUESTION 2:

IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY *Figure J*

Findings from Expert Site Visit Teams, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by Mayor's Office

	Findings
Fiscal Health	The school's financial systems were managed satisfactorily in 2007-2008, with no significant problems. During the school year, the Indiana State Board of Accounts (SBOA) examined the school's finances for the time period from July 1, 2005 to June 30, 2007. The report outlined some findings, all of which were minor. The school did not maintain employee time, attendance or service records during the examination period, a finding that appeared on a previous report indicating that the school has not yet satisfactorily resolved these issues.
Board Governance	Board members offer a diverse range of skills and represent the community being served. The subcommittee structure of the board has allowed members to effectively focus their efforts on individual interests and expertise. During 2007-2008, the board engaged in strategic planning and training, allowing them to become more actively engaged in the operations of the school.
Leadership	The school leadership team demonstrates strong academic and business expertise and has remained stable over time. The administration effectively facilitates communication and provides consistent support for staff, students and families. The leadership team has established a culture of high expectations for student achievement and behavior and has implemented innovative new programs and resources for the school.

PARENT AND STAFF SURVEY RESULTS

PARENT EVALUATION *Figure K*

Quality of education “very good” or “excellent”	90%
Satisfied with...	
Individualized student attention	93%
Curriculum/academic program	94%
Class size	99%
Quality of teaching/instruction	97%
Opportunities for parent participation	97%
School administration	96%
Faculty/teachers	97%
Services provided to students with special needs	73%
Likely to...	
Recommend school to friends or colleagues	91%
Return to school	91%
Overall satisfaction	93%

STAFF EVALUATION *Figure L*

Quality of education “very good” or “excellent”	90%
School improvement efforts are...	
Focused on student learning	93%
Based on research evidence	70%
Principal at this school...	
Tracks student progress	66%
Works directly with teachers	38%
Makes clear the expectations	62%
Communicates a clear vision	90%
Likely to...	
Return to school	90%
Overall satisfaction	100%

FOURTH YEAR CHARTER REVIEW

The Mayor’s Office determines how well schools in their fourth year are meeting the standards in Question 2 of the Performance Framework. Possible ratings for this question include “Does Not Meet Standard,” “Approaching Standard,” “Meets Standard” and “Exceeds Standard.”

Core Question 2: Is the organization effective and well-run?

Ratings from Fourth Year Charter Review		Finding
2.1.	Is the school in sound fiscal health?	Meets Standard
2.2.	Are the school’s student enrollment, attendance and retention rates strong?	Approaching Standard
2.3.	Is the school’s board active and competent in its oversight?	Meets Standard
2.4.	Is there a high level of parent satisfaction with the school?	Exceeds Standard
2.5.	Is the school administration strong in its academic and organizational leadership?	Exceeds Standard

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Southeast Neighborhood School of Excellence satisfied its obligations in 2007-2008 for compliance with laws and regulations and in providing access to students across Indianapolis; the school made significant improvements in these areas this year. The Mayor's Office's internal systems did not indicate any significant concerns related to these obligations. However, the school was late in submitting its Biannual Financial Report (Form 9) to the Indiana Department of Education. In addition, the school received notification of noncompliance on compliance Indicator 11 from the IDOE's Division of Exceptional Learners (DEL); this indicator refers to students receiving an evaluation within 60 days of identification. The school has one year to correct the noncompliance issue and will be monitored by DEL in accordance with its Continuous Improvement and Focused Monitoring System.

FOURTH YEAR CHARTER REVIEW

The Mayor's Office determines how well schools in their fourth year are meeting the standards in Question 3 of the Performance Framework. Possible ratings for this question include "Does Not Meet Standard," "Approaching Standard" and "Meets Standard."

Core Question 3: Is the school meeting its operations and access obligations?

Ratings from Fourth Year Charter Review		Finding
3.1.	Has the school satisfactorily completed all of its organizational structure and governance obligations?	Meets Standard
3.2.	Is the school's physical plant safe and conducive to learning?	Meets Standard
3.3.	Has the school established and implemented a fair and appropriate pupil enrollment process?	Meets Standard
3.4.	Is the school properly maintaining special education files for its students with special needs?	Meets Standard

FACT

Leadership and staff are intentional in their focus on student learning and developing strategies for increasing student success.

QUESTION 4:

IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

As part of its oversight of charter schools, the Mayor's Office engaged external reviewers to conduct site visits of schools in their fourth year of operation. The purpose is to present the school and the Mayor's Office with a professional judgment on conditions and practices at the school, which are best provided through an external perspective. The site visit uses multiple sources of evidence to understand the school's performance. Evidence collection begins before the visit with the review of key documents and continues on-site through additional document review, classroom visits and interviews with a number of stakeholders.

EXPERT SITE VISIT TEAM'S KEY COMMENTS *Figure N*

Key Commendations	<ul style="list-style-type: none"> • The school has an effective and ongoing process for reviewing curriculum and identifying gaps based on student performance.
	<ul style="list-style-type: none"> • The pace and content of instruction possesses adequate levels of rigor and challenge. Teachers employ a variety of pedagogies to provide differentiated and challenging instruction to students.
	<ul style="list-style-type: none"> • The school successfully uses standards and assessments to inform and improve instruction.
	<ul style="list-style-type: none"> • Leadership and staff are intentional in their focus on student learning and developing strategies for increasing student success.
Key Areas for Attention	<ul style="list-style-type: none"> • Although the school is striving to develop effective curricula, staff report confusion around the implementation of the mathematics curriculum and struggle to understand and uniformly deliver mathematics instruction.
	<ul style="list-style-type: none"> • There is a lack of clear communication between faculty and administration, leading to uncertainty among the staff with respect to job performance and job security, which affects levels of trust at the school.
	<ul style="list-style-type: none"> • The school must take steps to ensure that student attendance is more consistent.

FOURTH YEAR CHARTER REVIEW

The Mayor's Office determines how well schools in their fourth year are meeting the standards in Question 4 of the Performance Framework. Possible ratings for this question include "Does Not Meet Standard," "Approaching Standard" and "Meets Standard."

Core Question 4: Is the school providing appropriate conditions for success?

Ratings from Fourth Year Charter Review

		Finding
4.1.	Does the school have a high-quality curriculum and supporting materials for each grade?	Approaching Standard
4.2.	Are the teaching processes (pedagogies) consistent with the school's mission?	Meets Standard
4.3.	For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	Not Applicable
4.4.	Does the school effectively use learning standards and assessments to inform and improve instruction?	Meets Standard
4.5.	Has the school developed adequate human resource systems and deployed its staff effectively?	Meets Standard
4.6.	Is the school's mission clearly understood by all stakeholders?	Meets Standard
4.7.	Is the school climate conducive to student and staff success?	Approaching Standard
4.8.	Is ongoing communication with students and parents clear and helpful?	Meets Standard



SOUTHEAST NEIGHBORHOOD SCHOOL OF EXCELLENCE FIGURE NOTES

The information below provides source references and additional information for all figures appearing in the main report and each school's report.

Figure A: 2007-2008 Enrollment and Demand

Source for student enrollment: The Indiana Department of Education (IDOE) website, based on schools' Pupil Enrollment Count reported every fall.

Source for maximum possible enrollment: Each school's charter, on file with the Mayor's Office.

Source for number of students on waiting lists: Schools' self-report of data as of August 1, 2008.

Note: A school may elect to maintain a smaller overall enrollment than that allowed by its charter with the Mayor's Office.

Figure B: Student Composition

Source for race/ethnicity and free/reduced lunch data: Indiana Department of Education (IDOE) website.

Source for Special Education: IDOE website, Special Education count reported December 1, 2007.

Source for Limited English Proficiency: IDOE Division of Language Minority and Migrant Programs, count reported in March 2008.

Figure C: 2007-2008 Attendance Rate

Source: Indiana Department of Education website, preliminary figures.

Figure D: 2007-2008 Adequate Yearly Progress

Source: Indiana Department of Education (IDOE).

Note: AYP determinations are required by the federal No Child Left Behind Act. If a school enrolled fewer than 30 students in a particular subgroup for a full year prior to testing, the IDOE does not issue an AYP determination for that subgroup's performance. If a school enrolled fewer than 40 students in a particular subgroup at the time of testing, the IDOE does not issue an AYP determination for that subgroup's participation. None of the Mayor-sponsored charter schools had the necessary number of qualifying students in the American Native and Asian subgroups.

Figure E: 2007-2008 Public Law 221 Category Placement

Source: Indiana Department of Education (IDOE).

Note: Public Law 221 category placements are required annually by Indiana law. A school is placed into one of five categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch and Academic Probation – based on a combination of the school's improvement in achievement on the ISTEP+ and the school's overall ISTEP+ pass rate. In addition, regardless of its performance on the ISTEP+, a school that does not make AYP for two consecutive years in the same content area or subgroup cannot receive a category placement higher than Academic Progress. For purposes of Public Law 221, the IDOE considers the results of the English and math portions of the ISTEP+, but not the science portion. To determine improvement, the IDOE uses the greater of (a) the school's change in ISTEP+ pass rates over the most recent year or (b) the school's average change in ISTEP+ pass rates over the past three years. Only students who attended the school for at least 126 days during the 2006-2007 school year and took the fall 2007 ISTEP+ at that same school are included in one-year gain calculations for the 2007-2008 category placements. The IDOE calculated a school's "overall" pass rate using the ISTEP+ results of all students who attended the school on May 1, 2007, regardless of which school the students attended when they took the fall 2007 ISTEP+.

Figure F: Average ISTEP+ Performance

Source: The IDOE.

Figure G: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. Indiana Norms (IN), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure H: Academic Progress of Students

Mayor-Sponsored Charter Schools (MSCS) vs. National Norms (U.S.), Fall 2007 through Spring 2008

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2008. See Supplemental Report 3 for detailed notes on test score analysis.

Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.

Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure I: Students Achieving Sufficient Gains To Become Proficient Within Two Years

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association (NWEA), 2008.

Note: For 7th and 8th grade students, "sufficient gains" means sufficient to pass proficiency on the ISTEP+ in the fall of 9th grade. To determine what score is proficient, NWEA conducted a study in 2003 that found a high correlation between student scores on the Measures of Academic Progress (MAP) test and the ISTEP+, allowing NWEA to pinpoint a MAP score that equates with a passing score on the ISTEP+ in each grade and subject. As NWEA has not calculated these cut scores for grades 10 through 12, NWEA was unable to calculate sufficient gains for 9th through 12th grades.

Figure K: Parent Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Very satisfied" and "somewhat satisfied" responses are on a five-point scale that also included "satisfied," "somewhat dissatisfied" and "very dissatisfied." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Students with special needs include, for example, those for whom English is a second language or those with disabilities or other academic difficulties.

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

Figure L: Staff Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2008 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Note: "Strongly agree" and "agree" responses are on a six-point scale that also included "agree a little," "disagree a little," "disagree" and "strongly disagree." Calculations do not include missing and "don't know" responses.

Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor."

Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

Ratings from the Fourth Year Charter Review

Source: "Indianapolis Mayor's Office Fourth Year Charter Review" for each Fourth Year School (Charles A. Tindley Accelerated School, KIPP Indianapolis College Preparatory, Indianapolis Metropolitan High School and Southeast Neighborhood School of Excellence), available online. The schools' full reports include detailed explanations of the ratings.

City of
Indianapolis

Gregory A. Ballard, Mayor



2501 City-County Building • 200 E. Washington St. • Indianapolis, IN 46204

Phone: 317.327.3601 • Fax: 317.327.5271

E-mail: charter@indygov.org • www.indygov.org/Mayor/Charter